

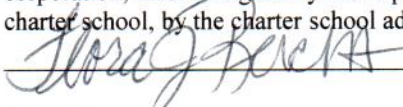


DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick  
Superintendent of Public Instruction

*Working Together for Student Success*

**Form 1 – Cover Page: 2017 Sub-grant Application – Attachment A**

| Applicant Information   |   | Contact Person   |   |
|---|---|--|---|
| Name of Applicant:<br>(name of fiscal agent)  | MSD of Pike Township                    | Name:  | Cynthia Huffman                           |
|   |   | Title:   | Director of Curriculum and Programs, K-12 |
| Address:  | 6901 Zionsville Road                    | Agency Name:   | MSD of Pike Township                      |
|   | Indianapolis, IN 46268                  | Email:   | chuffman@pike.k12.in.us                   |
|   |   | Phone:   | 317-387-2570                              |
|   |   | Fax:   | 317-387-2694                              |
| If LEA<br>(school corporation, charter school):   | County: <u>Marion</u>                   | <b>Program Director of 21<sup>st</sup> CCLC</b>  |   |
|   | Corp # <u>5350</u> School # <u>5357</u> | Name:  | Cynthia Huffman                           |
|   | School # <u>5359</u>                    | Email:   | chuffman@pike.k12.in.us                   |
|   | School # <u>5363</u>                    | Phone:   | 317-387-2570                              |
|   |   | Fax:   | 317-387-2694                              |
| Did you use a professional grant writer to complete this application? YES or <b>NO</b>  |   | If yes, please provide Name of Grant Writer:   |   |
| <b>Funding Information:</b><br><b>Funds Requested:</b><br>Year 1 <u>\$0</u><br>Year 2 <u>\$300,030.72</u><br>Year 3 <u>\$300,030.72</u><br>Year 4 <u>\$300,030.72</u><br>Total <u>\$900,092.16</u><br><br><b>DO NOT WRITE BELOW – FOR IDOE USE ONLY:</b><br><b>Funds Approved:</b><br>Yr. 1 _____<br>Yr. 2 _____<br>Yr. 3 _____<br>Yr. 4 _____<br><br>TOTAL _____ |   | <b>Authorized Representative Information:</b><br><b>Type Name of Representative:</b><br><u>Dr. Flora J. Reichanadter</u><br><br>Title: <u>Superintendent of Schools</u><br><br>Tel # <u>317-387-2220</u> Fax # <u>317-297-7896</u><br><br>Email: <u>DrFlora@pike.k12.in.us</u><br><br>I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency/agencies named in this application and in the partnership commitment form have authorized me as their representative to file this application.<br><br><b>Signature of Authorized Representative</b> (if school corporation, must be signed by the Superintendent, if charter school, by the charter school administrator)<br><br><br>Date signed:<br><u>July 31, 2018</u> |   |

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## Form 2 – List of Schools to be served by 21<sup>st</sup> CCLC – Attachment B

|                 |                      |               |                         |  |  |
|-----------------|----------------------|---------------|-------------------------|--|--|
| Applicant Name: | MSD of Pike Township | Contact Name: | Cindy Huffman           |  |  |
| Organization:   | MSD of Pike Township | Phone:        | 317-387-2570            |  |  |
|                 |                      | Fax:          | 317-387-2694            |  |  |
| Address:        | 6901 Zionsville Rd.  | Email:        | chuffman@pike.k12.in.us |  |  |

| Name of School to be Served<br>by 21 <sup>st</sup> CCLC (including<br>School # and School<br>Corporation) | Has this school<br>been served<br>before under a<br>previous 21 <sup>st</sup><br>CCLC grant? | % Free<br>and<br>Reduced<br>Lunch | % Limited<br>English<br>Proficient<br>Students | Estimated # of Students that<br>will <u>attend the program at</u><br><u>least 45 days or 60 days to be</u><br>served<br>Per School Year |    |    |    | School has a<br>grade of D/F<br>(indicate<br>“D/F” if yes) | Estimated<br>number of<br>Students<br>with<br>Disabilities<br>to be served |
|---|--|-----------------------------------|--|---|----|----|----|--|--|
|   |  |                                   |  | Y1  | Y2 | Y3 | Y4 |  |  |
|   |  |                                   |  |   |    |    |    |  |  |
| Central Elementary<br>School  | <input checked="" type="radio"/> YES   | 81.8                              | 20.1   | 45  |    |    |    | D/F  | 15   |
|   | <input type="radio"/> NO   |                                   |  | <input checked="" type="radio"/> 60   |    |    |    |  |  |
| Eastbrook Elementary<br>School  | <input checked="" type="radio"/> YES   | 82.5                              | 33.6   | 45  |    |    |    |  | 15   |
|   | <input type="radio"/> NO   |                                   |  | <input checked="" type="radio"/> 60   |    |    |    |  |  |
| Snacks Crossing<br>Elementary School  | YES  | 78.6                              | 22.2   | 45  |    |    |    | D/F  | 15   |
|   | <input checked="" type="radio"/> NO  |                                   |  | <input checked="" type="radio"/> 60   |    |    |    |  |  |
|   | YES  |                                   |  | 45  |    |    |    |  |  |
|   | <input type="radio"/> NO   |                                   |  | <input type="radio"/> 60  |    |    |    |  |  |
|   | YES  |                                   |  | 45  |    |    |    |  |  |
|   | <input type="radio"/> NO   |                                   |  | <input type="radio"/> 60  |    |    |    |  |  |

**Note:** If more space is needed, please include this chart on a separate piece of paper

## Form 3 – List of 21<sup>st</sup>CCLC Program Centers/Sites – Attachment C

|                 |   |               |                         |
|-----------------|---|---------------|-------------------------|
| Applicant Name: | MSD of Pike Township                          | Contact Name: | Cindy Huffman           |
| Organization:   | MSD of Pike Township                          | Phone:        | 317-387-2570            |
|                 |   | Fax:          | 317-387-2694            |
| Address:        | 6901 Zionsville Rd.<br>Indianapolis, IN 46268 | Email:        | chuffman@pike.k12.in.us |

| Name of Community Learning Center/Site<br>(e.g. Franklin High School, Boys & Girls Club ) | Location<br>(Street Address)    | City                   |
|---|---------------------------------|------------------------|
| Central Elementary School   | 7001 Zionsville Road            | Indianapolis, IN 46268 |
| Eastbrook Elementary School   | 7625 New Augusta Road           | Indianapolis, IN 46268 |
| Snacks Crossing Elementary School   | 5455 W. 56 <sup>th</sup> Street | Indianapolis, IN 46254 |
|   |                                 |                        |
|   |                                 |                        |
|   |                                 |                        |
|   |                                 |                        |
|   |                                 |                        |
|   |                                 |                        |
|   |                                 |                        |
|   |                                 |                        |

**Note:** If more space is needed, please include this chart on a separate piece of paper



## Form 4 – Population Served Checklist – Attachment D

|                 |  |               |                         |
|-----------------|--|---------------|-------------------------|
| Applicant Name: | MSD of Pike Township                           | Contact Name: | Cindy Huffman           |
| Organization:   | MSD of Pike Township                           | Phone:        | 317-387-2570            |
|                 |  | Fax:          | 317-387-2694            |
| Address:        | 6901 Zionsville Road<br>Indianapolis, IN 46268 | Email:        | chuffman@pike.k12.in.us |

**Populations Served** (check all that apply):

- ☐ Pre-School
- ☒ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ Adult

**Services:** (check all that apply):

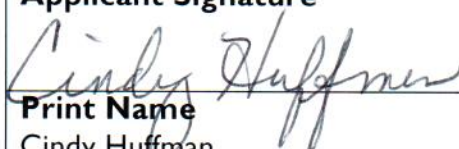
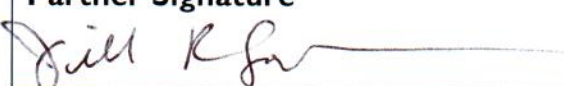
- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Reading or Literacy                            | <input checked="" type="checkbox"/> Recreational                               |
| <input checked="" type="checkbox"/> Mathematics                                    | <input checked="" type="checkbox"/> Telecommunication and Technology education |
| <input checked="" type="checkbox"/> Science  | <input checked="" type="checkbox"/> Library Services                           |
| <input type="checkbox"/> Arts and Music  | <input type="checkbox"/> Services for Adults                                   |
| <input checked="" type="checkbox"/> Tutoring or Mentoring                          | <input checked="" type="checkbox"/> Youth Development                          |
| <input checked="" type="checkbox"/> LEP (limited English Proficient) Services      | <input type="checkbox"/> Drug and Violence Prevention                          |
| <input type="checkbox"/> Pre AP and/or AP Course Development                       | <input checked="" type="checkbox"/> Character Education                        |
| <input type="checkbox"/> Service Learning  | <input type="checkbox"/> Global Literacy                                       |
| <input checked="" type="checkbox"/> STEM (Science, Technology, Engineering & Math) | <input type="checkbox"/> College & Career Readiness                            |

**Operating Hours:** (check all that apply):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> After-school | <input checked="" type="checkbox"/> Summer        |
| <input type="checkbox"/> Intercession            |   |
| <input type="checkbox"/> Fall Break              |   |
| <input type="checkbox"/> Spring Break            |   |
| <input type="checkbox"/> Weekend                 | <input checked="" type="checkbox"/> Before-School |

**Form 5 – Memorandum of Understanding Form – Attachment E**

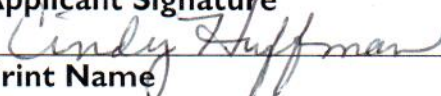

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

| <b>Description of Commitment</b>  |  |
|---|--|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br><b>MSD of Pike Township</b><br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number:</b> (317) 387-2570<br><b>Fax: Number</b> (317) 387-2572<br><b>Email:</b> chuffman@pike.k12.in.us    | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family support and enrichment activities for at-risk middle and high school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (residencies, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul>            |
| <p><b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br/> Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p>                                       |  |
| <b>Partner Signature</b><br><br><b>Print Name</b><br>Jill Gordon<br><b>Organization</b><br>Youth Philanthropy Initiative of Indiana<br><b>Address</b><br>32 E. Washington Street<br>Suite 1100<br>Indianapolis, IN 46204<br><b>Phone Number:</b> (317) 630-5200 Ext. 116<br><b>Email:</b> jgordon@inphilanthropy.org | <p style="text-align: center;"> <b>In Kind</b>   <input checked="" type="checkbox"/> <b>Contract;</b>   <b>\$500</b>   <b>Est. Value</b> </p> <ul style="list-style-type: none"> <li>• 120 copies of <i>The Adventures of Phil Anthropy and Friend</i>, 40 copies per building</li> <li>• Training Sessions: Site Coordinator/Program Assistance - two 1 ½ hour orientation and "Train the Trainer" session on using the Gift Box resource</li> <li>• Gift Box Facilitation Guide with five lessons</li> <li>• Family Night Facilitation Guide with activity stations that connect to the Gift Box characters and lessons</li> </ul> |
|   |  |



**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

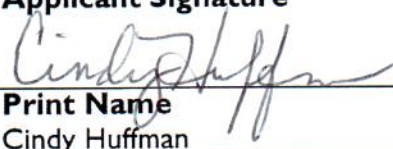
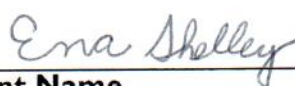
| <b>Description of Commitment</b>  |  |
|---|--|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br><b>MSD of Pike Township</b><br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number: (317) 387-2570</b><br><b>Fax: Number (317) 387-2694</b><br><b>Email: chuffman@pike.k12.in.us</b>  | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family support and enrichment activities for at-risk middle and high school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (workshops, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul>  |
| <p><b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br/>           Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p>   |  |
| <b>Partner Signature</b><br><br><b>Print Name</b><br>Kevin Caress, Executive Director<br><b>Organization:</b><br><b>Central Indiana Education Services Center (CIESC)</b><br><b>Address</b><br>6036 Lakeside Blvd. Building A<br>Indianapolis, IN 46278<br><b>Phone Number: (317) 759-5547</b><br><b>Fax Number: (317) 489-0328</b><br><b>Email: kcaress@ciesc.k12.in.us</b> | <p><input type="checkbox"/> In Kind   <input checked="" type="checkbox"/> <b>Contract; \$180,000 Est. Value</b></p> <ul style="list-style-type: none"> <li>• 21st CCLC Program management at three elementary school sites</li> <li>• Hire, train, schedule, pay, and evaluate program staff who will provide afterschool tutoring and activities for participants</li> <li>• Staffing that includes 1 site coordinator and one staff for every 15 participants at each elementary school site</li> <li>• Collaboration with Pike staff to schedule appropriate student and family programs throughout the year</li> <li>• CIESC will provide daily equipment, materials, and supplies necessary to carry out program goals and objectives</li> <li>• Ongoing staff training and adjustments as needed to meet student and program needs</li> <li>• Trained teachers to provide small group tutoring to students two times a week for a minimum of 15 weeks during the afterschool program period</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• One hour standards-based (Critical Indiana Academic Standards), grade appropriate, tutoring curriculum in reading and math</li> <li>• Focus on recruitment and retention of students to obtain minimum of 60-day attendance in afterschool program</li> <li>• Data necessary for evaluation of program to local evaluator and other data as requested</li> <li>• Collaboration with other grant partners and the program staff</li> </ul> |
|  |  |



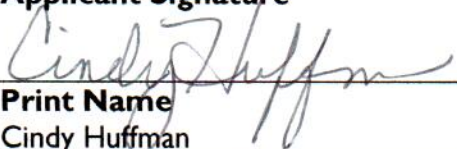

**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

| <b>Description of Commitment</b>  |  |
|---|--|
| <b>Applicant Signature</b><br>   | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family remediation and enrichment activities for at-risk elementary school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (workshops, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul> |
| <b>Print Name</b><br>Cindy Huffman  |  |
| <b>Organization</b><br><b>MSD of Pike Township</b>  |  |
| <b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268  |  |
| <b>Phone Number:</b> (317) 387-2570<br><b>Fax:</b> Number (317) 387-2694<br><b>Email:</b> chuffman@pike.k12.in.us   |  |
| <b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br><b>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</b> |  |
| <b>Partner Signature</b><br>   | <b><u> X </u> In Kind   <u> </u> Contract;   <u> </u> Est. Value</b>   |
| <b>Print Name</b><br>Ena Shelley, Ph.D., Dean-College of Education  | <ul style="list-style-type: none"> <li>• Continued collaboration with university tutors/mentors as a part of practicum/work experiences</li> <li>• Consultation with College of Education staff regarding STEM learning opportunities, particularly in math and engineering</li> <li>• Collaboration with other grant partners and program staff</li> <li>• Support to the advisory council in meeting program goals and objectives</li> </ul>   |
| <b>Organization</b><br><b>Butler University</b>   |  |
| <b>Address</b><br>Jordan Hall-171<br>4600 Sunset Avenue<br>Indianapolis, IN 46208   |  |
| <b>Phone Number:</b> (317) 940-9752<br><b>Fax:</b> Number<br><b>Email:</b> eshelley@butler.edu  |  |
|   |  |

## Form 5 – Memorandum of Understanding Form – Attachment E

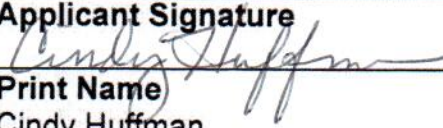
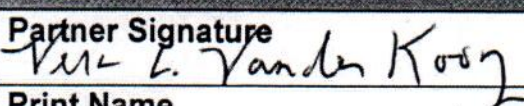
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| <b>Description of Commitment</b>   |  |
|--|--|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br><b>MSD of Pike Township</b><br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number: (317) 387-2570</b><br><b>Fax: Number (317) 387-2694</b><br><b>Email: chuffman@pike.k12.in.us</b> | <ul style="list-style-type: none"> <li>Provide academic, personal, and family remediation and enrichment activities for at-risk elementary school students</li> <li>Serve as fiscal agent</li> <li>Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>Provide transportation to support programming</li> <li>Facilities for the program sites</li> <li>Special event programming (workshops, performances, guest speakers, mentors)</li> <li>Collaboration in the recruitment of students and parents for program participation</li> </ul> |
| <b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br><b>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</b>                                      |  |
| <b>Partner Signature</b><br>  | <b><input checked="" type="checkbox"/> In Kind   <input type="checkbox"/> Contract;   _____ Est. Value</b>   |
| <b>Print Name</b><br>Annala Teemant, Ph.D, Professor,<br>Second Language Education<br><b>Organization</b><br><b>IUPUI</b><br><b>Address</b><br><b>Indiana University-Purdue University</b><br><b>902 West New York Street</b><br><b>School of Education</b><br><b>Indianapolis, IN 46202</b><br><b>Phone Number: (317) 274-6864</b><br><b>Fax: Number</b><br><b>Email: ateemant@iupui.edu</b>        | <ul style="list-style-type: none"> <li>Continued collaboration with university tutors/mentors as a part of practicum/work experiences</li> <li>Consultation with School of Education staff regarding support for our ELL students in the afterschool program</li> <li>Collaboration with other grant partners and program staff</li> <li>Support to the advisory council in meeting program goals and objectives</li> </ul>  |



**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.


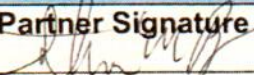
| <b>Description of Commitment</b>  |   |
|---|---|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br>MSD of Pike Township<br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number:</b> (317) 387-2570<br><b>Fax Number:</b> (317) 387-2694<br><b>Email:</b> chuffman@pike.k12.in.us | <ul style="list-style-type: none"> <li>• Space for before and after school programming</li> <li>• Transportation to support programming</li> <li>• Staff to coordinate special event programming and events</li> <li>• Collaboration in the recruitment of students for program participation</li> <li>• Access to resources and technology necessary to carry out program goals and objectives</li> <li>• Staff to facilitate STEM Challenge Clubs at 21<sup>st</sup> CCLC sites</li> <li>• Collaboration with district staff to communicate needs</li> </ul>  |
| All Partners in the 21 <sup>st</sup> Century Community Learning Center need to be listed here.<br>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.  |   |
| <b>Partner Signature</b><br><br><b>Print Name</b><br>Vera Vander Kooy<br><b>Organization</b><br>The STEM Connection<br><b>Address</b><br>Moore Road Farm<br>8407 Moore Road<br>Indianapolis, IN 46278<br><b>Phone Number:</b> (317) 275-4480<br><b>Email:</b><br>vvanderkooy@thestemconnection.org         | <p>___ In Kind    <u>X</u> Contract;    <u>\$11,000</u> Est. Value</p> <ul style="list-style-type: none"> <li>• STEM Challenge Club Train-the-Facilitator's Training for up to three 21<sup>st</sup> CCLC staff.</li> <li>• STEM Challenge Club materials and resources for lessons and activities</li> <li>• Frequent communication and collaboration with district and 21<sup>st</sup> CCLC staff to assist with STEM Challenge Club implementation</li> <li>• Evaluate, provide feedback and support to 21<sup>st</sup> CCLC staff on STEM Challenge Club lesson implementation using Dimensions of Success (DoS) protocols</li> <li>• Conduct STEM Camps for participating 21<sup>st</sup> CCLC students at The STEM Connection at Moore Road Farm</li> <li>• Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives</li> </ul> |



**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.


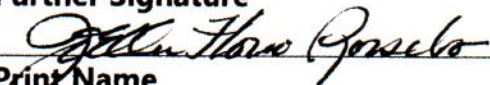
**Description of Commitment**

|   |  |
|---|--|
| <p><b>Applicant Signature</b><br/></p> <p><b>Print Name</b><br/>Cindy Huffman</p> <p><b>Organization</b><br/>MSD of Pike Township</p> <p><b>Address</b><br/>6901 Zionsville Road<br/>Indianapolis, IN 46268</p> <p><b>Phone Number:</b> (317) 387-2570<br/><b>Fax: Number</b> (317) 387-2572<br/><b>Email:</b> chuffman@pike.k12.in.us</p> | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family support and enrichment activities for at-risk middle and high school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (residencies, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul>  |
| <p><b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br/>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p>  |  |
| <p><b>Partner Signature</b><br/></p> <p><b>Print Name</b><br/>Steve Berg</p> <p><b>Organization</b><br/>Snapology Indy West</p> <p><b>Address</b> 254 Central Park Dr. West<br/>#222, Plainfield, IN 46167</p> <p><b>Phone Number: Cell:</b> 317-741-6360<br/><b>E-Mail:</b> SteveBerg@Snapology.com</p>                                 | <p><u>    </u> In Kind <u>  X  </u> Contract; <b>\$2250</b> Est. Value</p> <ul style="list-style-type: none"> <li>• One fall and one spring program for 5<sup>th</sup> grade students at each elementary school site.</li> </ul> <p><b>Anti-Bullying Program:</b> Snapology creatively uses hands-on activities and celebrity videos to help children understand the three different perspectives of a bully situation; the bully, the victim and the bystander. Through fun activities, the children begin understanding bullying at a deeper level and are given real actions they can take to curtail a bullying situation.</p> <p><b>Building Leadership:</b> Snapology uses hands-on activities to help children understand the importance of leadership in their lives. As we discuss leadership, we focus on empowering the students to stand up for what is right. Through fun activities, the children begin understanding the impact they can have on their friends and their community and are given real actions they can take to step up (in bully situation and in everyday life).</p> |



**Form 5 – Memorandum of Understanding Form – Attachment E**

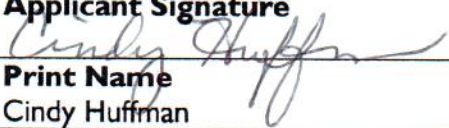
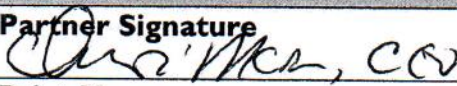
Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

|   |  | <b>Description of Commitment</b>   |
|---|--|--|
| <b>Applicant Signature</b><br>   |  | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family support and enrichment activities for at-risk elementary school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (residencies, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul>     |
| <b>Print Name</b><br>Cindy Huffman  |  |  |
| <b>Organization</b><br>MSD of Pike Township   |  |  |
| <b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268  |  |  |
| <b>Phone Number:</b> (317) 387-2570<br><b>Fax: Number</b> (317) 387-2572<br><b>Email:</b> chuffman@pike.k12.in.us   |  |  |
| <p align="center"><b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br/> <b>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</b></p> |  |  |
| <b>Partner Signature</b><br>   |  | <b><u>    </u> In Kind <u>  X  </u> Contract; <u>\$10,000</u> Est. Value</b>   |
| <b>Print Name</b><br>JoEllen Florio Rossebo, CEO  |  | <ul style="list-style-type: none"> <li>• Provide artists to implement residencies and workshops related to STEM, character development, and cultural arts</li> <li>• Provide teaching artists to engage students with interactive and hands-on experiences</li> <li>• Collaborate with program staff to schedule workshops and residencies</li> <li>• Advisory Council support and resources to meet program goals and objectives</li> <li>• Data necessary for evaluation of program to local evaluator and other data as requested</li> <li>• Collaboration with other grant partners and the program staff</li> </ul> |
| <b>Organization</b><br>Arts for Learning  |  |  |
| <b>Address</b><br>546 E 17 <sup>th</sup> Street, Suite 200<br>Indianapolis, IN 46202  |  |  |
| <b>Phone Number:</b><br><b>Fax Number:</b><br><b>Email:</b> JRossebo@artsforlearningindiana.org   |  |  |



**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.



| <b>Description of Commitment</b>  |  |
|---|--|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br>MSD of Pike Township<br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number:</b> (317) 387-2570<br><b>Fax:</b> Number (317) 387-2694<br><b>Email:</b> chuffman@pike.k12.in.us | <ul style="list-style-type: none"> <li>• Space for before and after school programming</li> <li>• Transportation to support programming</li> <li>• Designated staff to be trained in Codelicious and to implement the Codelicious curriculum</li> <li>• Collaboration in the recruitment of students for program participation</li> <li>• Access to technology necessary to carry out program goals and objectives</li> <li>• Communication with district staff to communicate needs</li> </ul>  |
| All Partners in the 21 <sup>st</sup> Century Community Learning Center need to be listed here.<br>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.  |  |
| <b>Partner Signature</b><br><br><b>Print Name</b><br>Christine McDonnell, CEO<br><b>Organization</b><br>Codelicious<br><b>Address</b><br>P.O. Box 3462<br>Carmel, IN 46082<br><b>Phone Number:</b> (317) 548-2633<br><b>Email:</b> cmcdonnell@codelicious.com  | ___ In Kind <input checked="" type="checkbox"/> <b>Contract; \$9,000</b> Est. Value<br><br><ul style="list-style-type: none"> <li>• Provide Codelicious Curriculum *</li> <li>• Provide training in Codelicious Curriculum to designated staff</li> <li>• Provide mentors to support implementation of Codelicious Curriculum</li> <li>• Collaborate with district and 21<sup>st</sup> CCLC staff to support Codelicious implementation and mentor activities</li> <li>• Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives</li> </ul> |

\* Provide licenses to one (1) Course of Codelicious Curriculum to each of three elementary schools. Optional hardware purchase not included in this MOU.



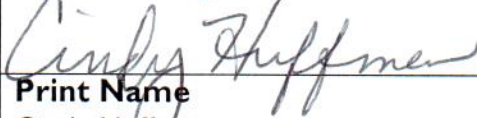
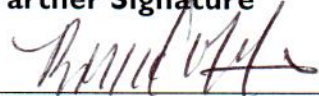
**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

| <b>Description of Commitment</b>   |   |
|--|---|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br><b>MSD of Pike Township</b><br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number: (317) 387-2570</b><br><b>Fax: Number (317) 387-2694</b><br><b>Email: chuffman@pike.k12.in.us</b> | <ul style="list-style-type: none"> <li>• Space for before and after school programming</li> <li>• Transportation to support programming</li> <li>• Staff to assist with special event programming and events</li> <li>• Collaboration in the recruitment of students for program participation</li> <li>• Access to technology necessary to carry out program goals and objectives</li> <li>• Collaboration with district staff to communicate needs</li> <li>• A representative on the US2020 Guiding Coalition</li> </ul>   |
| <p><b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br/> Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p>                                    |   |
| <b>Partner Signature</b><br><br><b>Print Name</b><br>Courtney Lambert<br><b>Organization</b><br>TechPoint Foundation for Youth<br><b>Address</b><br>Developertown<br>5255 Winthrop Ave. #150<br>Indianapolis, IN 46220<br><b>Phone Number: (802) 380-2265</b><br><b>Email: Courtney@techpointyouth.org</b>        | <p><u>  X  </u> In Kind    <u>    </u> Contract;    <u>    </u> Est. Value</p> <ul style="list-style-type: none"> <li>• Mentors and volunteers through the US2020 Initiative to support mutually identified STEM programs that occur at designated sites</li> <li>• Updated mentor/volunteer assignment reports to 21<sup>st</sup> CCLC staff and district staff</li> <li>• Collaborate frequently with district and 21<sup>st</sup> CCLC staff about mentor/volunteer activities and STEM programs that are a part of the US2020 Initiative</li> <li>• Provide training to all mentors/volunteers before services are performed at all 21<sup>st</sup> CCLC sites</li> <li>• Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives</li> </ul> |

## Form 5 – Memorandum of Understanding Form – Attachment E


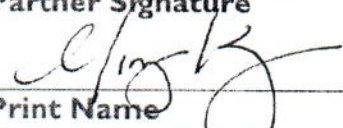
Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

| <b>Description of Commitment</b>   |   |
|--|---|
| <b>Applicant Signature</b><br><br><b>Print Name</b><br>Cindy Huffman<br><b>Organization</b><br><b>MSD of Pike Township</b><br><b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268<br><b>Phone Number: (317) 387-2570</b><br><b>Fax: Number (317) 387-2572</b><br><b>Email: chuffman@pike.k12.in.us</b> | <ul style="list-style-type: none"> <li>Provide academic, personal, and family support and enrichment activities for at-risk middle and high school students</li> <li>Serve as fiscal agent</li> <li>Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>Provide transportation to support programming</li> <li>Facilities for the program sites</li> <li>Special event programming (residencies, performances, guest speakers, mentors)</li> <li>Collaboration in the recruitment of students and parents for program participation</li> </ul>   |
| <p><b>All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.</b><br/> Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p>                                    |   |
| <b>Partner Signature</b><br><br><b>Print Name</b><br>Roy Dobbs, CEO<br><b>Organization</b><br><b>Young Men of Purpose Mentoring, LLC</b><br><b>Address</b><br>P.O. Box 20009<br>Indianapolis, IN 46220<br><b>Phone Number: (317) 437-3854</b><br><b>Email: roykdobbs@outlook.com</b>                              | <div style="display: flex; justify-content: space-between; align-items: center;"> <span><u>    </u> In Kind <input checked="" type="checkbox"/> <u>  X  </u> Contract; <u>  \$5,000  </u> Est. Value</span> </div> <ul style="list-style-type: none"> <li>A Complete Mentoring Guide for Developing Successful Young Men and interactive workbooks</li> <li>Young Men of Purpose t-shirts to all participating students</li> <li>Education advisory</li> <li>Mentoring services &amp; supplementary activities</li> <li>Data necessary for evaluation of program to local evaluator and other data as requested</li> <li>Collaboration with other grant partners and the program staff</li> </ul> |



**Form 5 – Memorandum of Understanding Form – Attachment E**

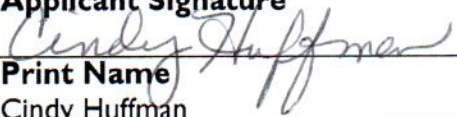
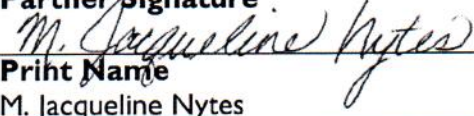
Partners signing below agree to abide by the Assurances (Form 9).  
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| <b>Description of Commitment</b>   |  |
|--|--|
| <b>Applicant Signature</b><br>  | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family support and enrichment activities for at-risk elementary school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (workshops, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul> |
| <b>Print Name</b><br>Cindy Huffman   |  |
| <b>Organization</b><br>MSD of Pike Township  |  |
| <b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268   |  |
| <b>Phone Number:</b> (317) 387-2570<br><b>Fax: Number</b> (317) 387-2694<br><b>Email:</b> chuffman@pike.k12.in.us  |  |
| <p align="center">All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.<br/>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p> |  |
| <b>Partner Signature</b><br>  | <b>In Kind</b> <input type="checkbox"/> <b>Contract</b> <input checked="" type="checkbox"/> <b>\$16,500</b> Est. Value   |
| <b>Print Name</b><br>Mindy Hightower King  | <ul style="list-style-type: none"> <li>• Develop and finalize evaluation design</li> <li>• Collect and analyze data</li> <li>• Conduct site visits/observations</li> <li>• Report development</li> <li>• Provide technical assistance</li> <li>• Collaborate with other grant partners and the program staff</li> </ul>  |
| <b>Organization</b><br>Limelight Analytics   |  |
| <b>Address</b><br>1642 S. Ira Street<br>Bloomington, IN 47401  |  |
| <b>Phone Number:</b> (812)325-0317<br><b>Email:</b> mindy@limelightanalytics.com   |  |

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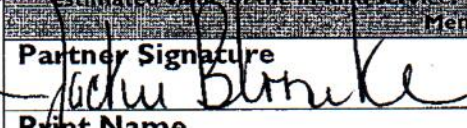
**Description of Commitment**

|  |   |
|--|---|
| <b>Applicant Signature</b><br>  | <ul style="list-style-type: none"> <li>• Space for before and after school programming</li> <li>• Transportation to support programming</li> <li>• Staff to assist with special event programming and events</li> <li>• Collaboration in the recruitment of students for program participation</li> <li>• Access to resources and technology necessary to carry out program goals and objectives</li> <li>• Collaboration with district staff to communicate needs</li> </ul>   |
| <b>Print Name</b><br>Cindy Huffman   |   |
| <b>Organization</b><br>MSD of Pike Township  |   |
| <b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268   |   |
| <b>Phone Number:</b> (317) 387-2570<br><b>Fax: Number</b> (317) 387-2694<br><b>Email:</b> chuffman@pike.k12.in.us  |   |
| <p align="center">All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.<br/>Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p> |   |
| <b>Partner Signature</b><br>  | ___ <input checked="" type="checkbox"/> In Kind ___ Contract; ___ Est. Value  |
| <b>Print Name</b><br>M. Jacqueline Nytes   | <ul style="list-style-type: none"> <li>• Library branch information and promotional materials for programs and services</li> <li>• Library staff and resources/materials for 21<sup>st</sup> CCLC family engagement programs as necessary to carry out program goals and objectives</li> <li>• Frequent communication and collaboration with district and 21<sup>st</sup> CCLC staff about resources and library programs/activities that will help carry out program goals and objectives</li> <li>• Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives</li> </ul> |
| <b>Organization</b><br>Indianapolis Public Library – Pike Branch   |   |
| <b>Branch Address</b><br>6525 Zionsville Road<br>Indianapolis, IN 46268  |   |
| <b>Phone Number:</b> (317) 275-4001<br><b>Email:</b> jnytes@indypl.org   |   |



**Form 5 – Memorandum of Understanding Form – Attachment E**

Partners signing below agree to abide by the Assurances (Form 9).  
Detailed information regarding partnerships should be included in MOU.

|   |  | <b>Description of Commitment</b>   |
|---|--|--|
| <b>Applicant Signature</b><br>   |  | <ul style="list-style-type: none"> <li>• Provide academic, personal, and family remediation and enrichment activities for at-risk elementary school students</li> <li>• Serve as fiscal agent</li> <li>• Provide administrative support for data collections, compilation, analysis, &amp; EZ Reports management</li> <li>• Provide transportation to support programming</li> <li>• Facilities for the program sites</li> <li>• Special event programming (workshops, performances, guest speakers, mentors)</li> <li>• Collaboration in the recruitment of students and parents for program participation</li> </ul> |
| <b>Print Name</b><br>Cindy Huffman  |  |  |
| <b>Organization</b><br><b>MSD of Pike Township</b>  |  |  |
| <b>Address</b><br>6901 Zionsville Road<br>Indianapolis, IN 46268  |  |  |
| <b>Phone Number:</b> (317) 387-2570<br><b>Fax: Number</b> (317) 387-2694<br><b>Email:</b> chuffman@pike.k12.in.us   |  |  |
| <p align="center">All Partners in the 21<sup>st</sup> Century Community Learning Center need to be listed here.<br/>           Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner's commitment described in the Memorandum of Understanding.</p> |  |  |
| <b>Partner Signature</b><br>   |  | <input checked="" type="checkbox"/> <b>In Kind</b> <input type="checkbox"/> <b>Contract; \$5,000</b> <b>Est. Value- In Kind Service</b>  |
| <b>Print Name</b><br>Jackie Blomeke, Director   |  | <ul style="list-style-type: none"> <li>• Annual application to the USDA for approval to offer after school food service</li> <li>• Staff to prepare and deliver nutritional supper meals to after-school program sites</li> <li>• Provide data necessary for evaluation of program to local evaluator and other data as requested</li> <li>• Collaboration with other grant partners and the program staff</li> </ul>  |
| <b>Organization</b><br><b>Chartwells School Dining Services</b>   |  |  |
| <b>Address</b><br>6801 Zionsville Road<br>Indianapolis, IN 46268  |  |  |
| <b>Phone Number:</b> (317) 387-2676<br><b>Fax Number:</b> (317) 387-2647<br><b>Email:</b> jmblomeke@pike.k12.in.us  |  |  |



## Form 6 – Timeline of Activities for Year 1 of the Grant – Attachment F

|                                      |   |  |                                      |
|--------------------------------------|---|--|--------------------------------------|
| Applicant Name:                      | <b>M.S.D. of Pike Township</b>  | Contact Name:  | <b>Cindy Huffman</b>                 |
| Organization:                        | <b>M.S.D. of Pike Township</b>  | Phone:<br>Fax:   | <b>317-387-2570<br/>317-387-2572</b> |
| Address:                             | <b>6901 Zionsville Road<br/>Indianapolis, IN 46268</b>  | Email:   | <b>chuffman@pike.k12.in.us</b>       |
| <b><u>Date</u></b>                   | <b><u>Activity</u></b>  | <b><u>Description</u></b>  |                                      |
| <u>January-March</u>                 | Planning and organizing meetings, training, securing staff (as needed); and determining additional needs.                         | Interviewing for open positions, hiring staff, planning and training with site coordinators/leaders, training other staff including, but not limited to; reviewing Indiana Afterschool Standards and Specialty Standards; development of student recruitment and parent communication materials; active student recruitment in collaboration with school staffs, securing resources/materials for program, and setting up EZ-Reports |                                      |
| <u>March-June</u>                    | Continued planning and organizing, securing and collaborating with partners/contracted services and determining additional needs. | Securing and collaborating with contracted services and partners who are providing specialty clubs such as Codelicious, STEM Challenge Club, Bricks 4 Kidz; “STEP into 21 <sup>st</sup> CCLC STEM” camp logistics, training, materials, and resources finalized.   |                                      |
| <u>Program Start Date: June 2019</u> | Program Kick-Off with “STEP into 21 <sup>st</sup> CCLC STEM” Camps  | Students participate in <i>Step into STEM</i> camps which are STEM-related opportunities offered to students as a means to build interest in STEM and programs that will be offered for the 2019-2020 school year as part of 21 <sup>st</sup> CCLC. Camps include: The STEM Connection, Coding Camp, Bricks 4 Kids, Robotics, Camp Invention, and more.  |                                      |
| <u>June-August</u>                   | Data Analysis   | Student achievement data analysis and other program data evaluated for program refining.   |                                      |
| <u>August</u>                        | Review of Schools’ Improvement Plans and District Strategic Plan initiatives  | To ensure connection of 21 <sup>st</sup> CCLC to school improvement goals and the district’s Strategic Plan, Program and Site Coordinators, Program Director, Principals, and Curriculum Specialists meet to identify priorities for programming activities  |                                      |
| <u>Fall 2019</u>                     | Elementary before/after school program begins Fall  | Tutoring and learning activities in reading and math, homework assistance, establishing  |                                      |



|  |   |  |
|--|---|--|
| August – December                        | session and continues up to winter break.   | routines/procedures and community building (1 <sup>st</sup> Week); 2 <sup>nd</sup> Steps lessons (pro-social skills); Arts for Learning workshops and productions; Snapology – anti-bullying and leadership program; Minecraft Club; STEM Challenge Clubs, Coder Dojo, Codelicious, myON Reader; Go! Math online resources; Story Works; MobiMax; Robotics Clubs |
| <u>Fall 2019</u><br>September – December | Ongoing Professional Development  | CPR training; LitART Lite Informational Text Training, Story Works, myOn Reader, MobiMax & Go! Math technology resources training; STEM Challenge Club facilitators' training; Engagement & Active Learning Strategies, etc. Staff meetings provide additional professional development on topics relative to supporting program's goal and objectives.          |
| September – December                     | Data Collection & Reflection Meetings   | Update and maintain EZ Report, monthly data collection on student progress on LitART Lite, myOn Reader, and Go! Math monthly meetings with Program Coordinator and district Academic Support Specialist and/or Program Director to reflect on and refine program to meet goals and objectives.   |
| September – December                     | Program Director and Academic Support Specialist Site Visits and Evaluator Visits | Program Director and Academic Support Specialist visit program sites and provide feedback to Program Coordinator who provides feedback and guidance to Site Coordinators. Evaluator visits sites and provides feedback to Program Director and Academic Support Specialist   |
| November                                 | Family Game Night – Focused on STEM and literacy                                  | Families are encouraged to participate in organized activities along with their child to learn new games that increase thinking skills, communication skills, and foster positive interactions.  |
| November/ December                       | Attend IYI: Because Kid's Count Conference  | Program Director, Academic Support Specialist, Program & Site Coordinators attend the conference.  |
| December                                 | Fall Session Program Review   | Staff collects data, Coordinator meets with Site Coordinators to review fall programming activities, quantitative and qualitative data and to make refinements as needed. Program Coordinator also meets with Program Director and Academic Support Specialist for data review and to  |

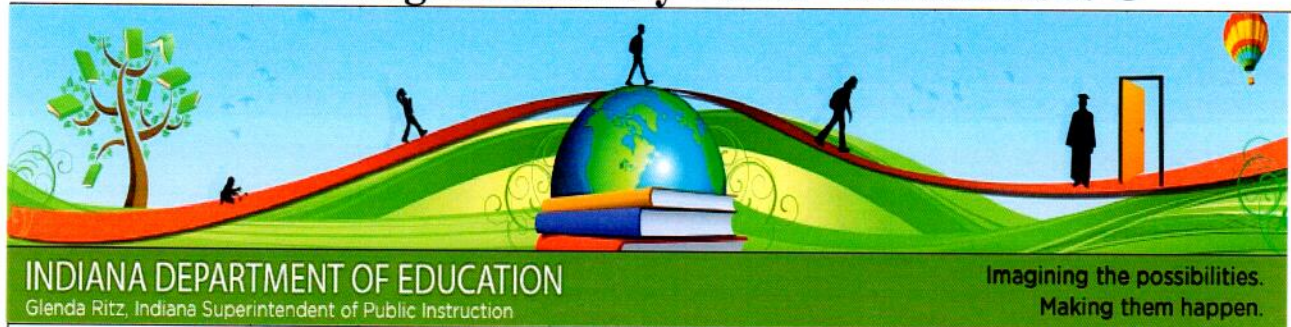


|                                     |   |  |
|-------------------------------------|---|--|
|                                     |   | discuss program needs and necessary refinements. Meet with partners and contracted service providers to review program successes and refinements needed.   |
| <u>Spring 2020</u><br>January       | Mid-Year Expenditure Report<br>Mid-Year EZ Report Data Due  | Submit to IDOE   |
| <u>Spring 2020</u><br>January – May | Elementary before/after school program begins Spring session and continues up to end of school year | Tutoring and learning activities in reading and math, homework assistance, establishing routines/procedures and community building (1 <sup>st</sup> Week); 2 <sup>nd</sup> Steps lessons (pro-social skills); Arts for Learning workshops and productions; Snapology – anti-bullying and leadership program; Minecraft Club; STEM Challenge Clubs, Coder Dojo, Codelicious, myON Reader; Go! Math online resources; Story Works; MobiMax; Robotics Clubs |
| January – April                     | Ongoing Professional Development; Begin Summer Program Planning                                     | Topics include: IN-QPSA completion; character development & conflict resolution; PBIS; active supervision; outdoor STEM learning; ELL strategies; etc. Collaboration and planning with STEM partners for summer program  |
| January – May                       | Data Collection & Reflection Meetings   | Update and maintain EZ Report, monthly data collection on student progress on LitART Lite, myOn Reader, and Go! Math monthly meetings with Program Coordinator and district Academic Support Specialist and/or Program Director to reflect on and refine program to meet goals and objectives.   |
| February – April                    | Program Director and Academic Support Specialist Site Visits and Evaluator Visits                   | Program Director and Academic Support Specialist visit program sites and provide feedback to Program Coordinator who provides feedback and guidance to Site Coordinators. Evaluator visits sites and provides feedback to Program Director and Academic Support Specialist   |
| February/March                      | Attend Indiana Summit on Out of School Time (Sponsored by Indiana Afterschool Network)              | Program Director, Academic Support Specialist, Program & Site Coordinators attend the conference   |
| February/March                      | Indiana Quality Program Self-Assessment (IN-QPSA)   | 21 <sup>st</sup> CCLC Program Coordinator, Site Coordinators, Program Director, Academic Support Specialists, teachers, parent representatives, and principals meet to provide input and complete the IN-QPSA.   |



|  |  |  |
|--|--|--|
|  |  | analyze results, collaborate to make necessary refinements and improvements  |
| April  | Family Literacy & STEM Fair  | Families and community are invited to participate in dozens of science and math related activities. 21 <sup>st</sup> CCLC students/ staff sponsor booths with student-centered and/or created activities to highlight program accomplishments. Activities highlight STEM, robotics, literacy, coding, drama, the visual and/or musical arts, multi-media activities, engineering/design, etc.  |
| May  | External Evaluator conducts annual evaluation  | Final site visits, data collection and analysis, interviews, begins written report   |
| May 2020:<br><u>Program End &amp; Showcase</u>                                       | Each site has 21 <sup>st</sup> CCLC Showcase for parents, schools, and partners; data collection and resources inventory | Student-led 21 <sup>st</sup> CCLC Program Showcase for stakeholders (parents, school staff, partners, contracted services provides, etc.); Collect student data, inventory materials & supplies at each site; prepare for reflection meetings.   |
| May  | Program Review and Reflection Meetings with each Site Coordinator; Finalize Summer Program Planning                      | Staff collects data, Program Coordinator meets with Site Leaders to review Spring session programming activities, quantitative and qualitative data and to make refinements as needed. Program Coordinator also meets with Program Director and Academic Support Specialist for data review and to discuss program needs and necessary refinements needed for following program year.  |
| June   | Overall Program Reflection Meeting and Summer Programming for Year 2 begins  | Program Coordinator also meets with Program Director, External Evaluator and Academic Support Specialist for data review and to discuss program professional development needs, staff and program change needs, and other necessary refinements. Collaborate with partners and contracted service providers to review program successes and refinements needed. Also, materials and supplies inventories and ordering are completed. |
| <b>Note:</b> A minimum of 130 days are required for a 21 <sup>st</sup> CCLC program. |  |  |

## Form 7 – Budget Summary Form – Attachment G



### 21st Century Community Learning Centers

#### Four Year Budget Request Summary

**Federal Agency:** U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education

**CFDA:** 84.287 -- **Federal Award I.D. #** S287C170014 -- **Fiscal Year of Award** 2018

**Project Year:** 2019-2020 -- **Cohort:** 9, **Year:** 2

|                                    |                      |  |
|------------------------------------|----------------------|--|
| <b>Applicant Name</b>              | MSD of Pike Township |  |
| <b>Applicant Federal ID Number</b> | 35-6006872           |  |
| <b>Grantee DUNS#</b>               | 50100676             |  |

|                          |               |  |               |                     |  |
|--------------------------|---------------|--|---------------|---------------------|--|
| <b>Amount Requested:</b> | <b>Year 1</b> | <b>\$0</b><br>(Due to timing of grant award, program will begin Summer 2019) | <b>Year 2</b> | <b>\$300,030.74</b> |  |
|                          | <b>Year 3</b> | <b>\$300,030.74</b>  | <b>Year 4</b> | <b>\$300,030.74</b> |  |

|  |               |                     |  |  |  |
|--|---------------|---------------------|--|--|--|
|  | <b>Total:</b> | <b>\$900,092.22</b> | <i>*Rounded figures from excel workbook resulted in discrepancy in exact cent calculations</i> |  |  |
|--|---------------|---------------------|--|--|--|

| Budget Categories                   | Project Year 1 | Project Year 2 | Project Year 3 | Project Year 4 | Total        |
|-------------------------------------|----------------|----------------|----------------|----------------|--------------|
| Personnel                           |                | \$21,385.35    | \$21,385.35    | \$21,385.35    | \$64,156.05  |
| Fringe Benefits                     |                | \$3,985.22     | \$3,985.22     | \$3,985.22     | \$11,955.66  |
| Travel                              |                | \$345.00       | \$345.00       | \$345.00       | \$1,035.00   |
| Transportation                      |                | \$16,668.60    | \$16,668.60    | \$16,668.60    | \$50,005.80  |
| Equipment                           |                |                |                |                |              |
| Supplies                            |                | \$7,545.00     | \$7,545.00     | \$7,545.00     | \$22,635.00  |
| Contractual                         |                | \$88,000.00    | \$88,000.00    | \$88,000.00    | \$264,000.00 |
| Professional Development & Training |                | \$3,385.00     | \$3,385.00     | \$3,385.00     | \$10,155.00  |
| Other                               |                |                |                |                |              |
| Total Direct Costs                  |                | \$141,314.17   | \$141,314.17   | \$141,314.17   | \$423,942.51 |
| Indirect Costs                      |                | \$3,716.56     | \$3,716.56     | \$3,716.56     | \$11,149.68  |
| Contractual (Not included in ICR)   |                | \$155,000.00   | \$155,000.00   | \$155,000.00   | \$465,000.00 |
| Total                               |                | \$300,030.74   | \$300,030.74   | \$300,030.74   | \$900,092.22 |



## D Budget Workbook



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

### 21st Century Community Learning Centers Budget Summary

**Federal Agency:** U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education

**CFDA:** 84.287 -- **Federal Award I.D. #** S287C170014 -- **Fiscal Year of Award:** 2018

**Project Year:** 2019-2020 -- **Cohort:** 9, **Year:** 2

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Applicant Name</b>              | <b>MSD of Pike Township</b> |
| <b>Applicant Federal ID Number</b> | <b>35-6006872</b>           |
| <b>Grantee DUNS#</b>               | <b>50100676</b>             |

| Budget Categories                   | Project Year 2      |
|-------------------------------------|---------------------|
| Personnel                           | \$21,385.35         |
| Fringe Benefits                     | \$3,985.22          |
| Travel                              | \$345.00            |
| Transportation                      | \$16,668.60         |
| Equipment                           | \$0.00              |
| Supplies                            | \$7,545.00          |
| Contractual                         | \$88,000.00         |
| Professional Development & Training | \$3,385.00          |
| Other                               | \$0.00              |
| Total Direct Costs                  | \$141,314.17        |
| Indirect Costs                      | \$3,716.56          |
| Contractual (not included in ICR)   | \$155,000.00        |
| Total                               | <b>\$300,030.74</b> |

**Reimbursement will only be made for charges specifically permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.**

**If applicable to your grant -**

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by IDOE Office of School Finance?

☒ Yes ☐ No

(2) If yes, please provide the following information:

School Year Period Covered by the Indirect Cost Rate Agreement: From: 6 / 1 /2019 To: 5/ 31 /2020

Approved rate 2.63%



**21st Century Community Learning Centers – Cohort 9, Year 2**  
**Applicant Name: MSD of Pike Township**

**Directions:** Please enter each item to be funded into the appropriate funding category. All components (Description, Cost Each, and Quantity) must be completed for the budget to be approved. Please use "Quantity Description if needed" as necessary to explain the cost items. The Subtotals and Total Budget will calculate automatically. Input all numbers rounded to the nearest dollar amount. Please provide budget detail on the tabs provided for the budget categories.

| Object                 | Category        | Activity Description   | Cost Per Item | Quantity | Quantity Description if needed                            | Total           |
|------------------------|-----------------|--|---------------|----------|---|-----------------|
| <b>Personnel</b>       | <b>EXAMPLE:</b> |  |               |          |   | \$-             |
|                        |                 | Teacher Liaisons provide link between school day and after school program                                      | \$3,000       | 3        | 3tchr x 4hr x \$25hr x 30 week                            | \$9,000         |
|                        |                 | Step into STEM teachers will provide STEM activities and experiences during 3-week summer camps                | \$2,625.00    | 3        | \$25/hr x 7hr/day x 15 days                               | \$7,875         |
|                        |                 | Step into STEM Instructional Assistants will provide additional support to teachers during 3-week summer camps | \$1,503.45    | 3        | \$15.42/hr x 6.5hr/day x 15 days                          | \$4,510         |
|                        | <b>SUBTOTAL</b> |  |               |          |   | <b>\$21,385</b> |
|                        |                 |  |               |          |   |                 |
| <b>Fringe Benefits</b> | <b>EXAMPLE:</b> |  |               |          |   |                 |
|                        |                 | FICA   | \$21,385.00   | 7.65%    | All Staff Listed Above                                    | \$1,635.95      |
|                        |                 | Workman's Comp   | \$21,385.00   | 2.7%     | All Staff Listed Above                                    | \$577.40        |
|                        |                 | TRF  | \$16,875.00   | 10.50%   | Certified Teacher Liaisons, Summer Step into STEM Teacher | \$1771.88       |
|                        | <b>SUBTOTAL</b> |  |               |          |   | <b>\$3,985</b>  |
|                        |                 |  |               |          |   |                 |
| <b>Travel</b>          | <b>EXAMPLE:</b> |  |               |          |   |                 |
|                        |                 | Fall 2018 IYI - Because Kids Count - Parking   | \$40.00       | 3        | \$20 per day parking x 2 days x 3 participants            | \$120.00        |
|                        |                 | Spring 2019 Indiana Summit on Out of School Learning   | \$40.00       | 3        | \$20 per day parking x 2 days x 3 participants            | \$120.00        |
|                        |                 | Fall 2019 IYI - Because Kids Count - Keynote Luncheon  | \$35.00       | 3        | \$35 conference luncheon cost for 3 participants          | \$105.00        |
|                        | <b>SUBTOTAL</b> |  |               |          |   | <b>\$345</b>    |



|                    |                           |              |   |   |                                   |
|--------------------|---------------------------|--------------|---|---|-----------------------------------|
| <b>Travel</b>      | <b>EXAMPLE:</b>           |              |   |   |                                   |
|                    | Transportation - 2 busses | \$8,334.30   | 2 | 2 bus/day x 130 days - See Details  | \$16,669                          |
|                    |                           |              |   |   |                                   |
|                    |                           |              |   | <b>SUBTOTAL</b>   | <b>\$16,669</b>                   |
| <b>Equipment</b>   | <b>EXAMPLE:</b>           |              |   |   |                                   |
|                    |                           |              |   |   |                                   |
|                    |                           |              |   |   |                                   |
|                    |                           |              |   | <b>SUBTOTAL</b>   |                                   |
| <b>Supplies</b>    | <b>EXAMPLE:</b>           |              |   |   |                                   |
|                    | Program Supplies          | \$300.00     | 3 | \$300 per sight to order pencils, crayons, markers, folders, file folders, stickers | \$900                             |
|                    | STEM Supplies             | \$300.00     | 1 | Poster board, paper cups, plates, string, paper                                     | \$300                             |
|                    | LitArt Curriculum         | \$2,115.00   | 3 | Literacy Program - See Details  | \$6,345                           |
|                    |                           |              |   | <b>SUBTOTAL</b>   | <b>\$7,545</b>                    |
| <b>Contractual</b> | <b>EXAMPLE:</b>           |              |   |   |                                   |
|                    | CIESC                     | \$180,000.00 | 1 | 1 contract for 3 programs - See Details   | \$180,000                         |
|                    | Limelight Evaluation      | \$16,500.00  | 1 | Evaluation of program - See Details   | \$16,500                          |
|                    | Codelicious Curriculum    | \$2,500.00   | 3 | Computer Coding Curriculum  | \$7,500                           |
|                    | Bricks 4 Kidz             | \$4,000.00   | 1 | Use engineering skills to build and create models using LEGO pieces                 | \$4,000                           |
|                    | Young Men of Purpose      | \$5,000.00   | 1 | Mentoring services for elementary students  | \$5,000                           |
|                    | Storyworks                | \$2,000.00   | 1 | Scholastic Subscription – See Details   | \$2,000                           |
|                    | Arts for Learning         | \$10,000.00  | 1 | Cost for cultural arts programs at 3 sites - See Details                            | \$10,000                          |
|                    | STEM Connection           | \$11,000.00  | 1 | STEM Challenge Club & Camp - See Details  | \$11,000                          |
|                    | EZ Reports                | \$1,000.00   | 3 | Reporting services - 3 sites  | \$3,000                           |
|                    | Camp Invention            | \$4,000      | 1 | Summer Camp program - See Details   | \$4,000                           |
|                    |                           |              |   | <b>SUBTOTAL</b>   | <b>243,000 – 155,000 = 88,000</b> |

See contract detail at the bottom of p.26

| EXAMPLE:                            |  |            |       |                                      |           |
|-------------------------------------|--|------------|-------|--------------------------------------|-----------|
| Professional Development & Training | LitArt Webinar Training                  | \$750.00   | 1     | LitWeb training for 25 staff         | \$750     |
|                                     | Indiana Summit on Out Of School Learning | \$95.00    | 3     | Registration cost for 3 participants | \$285     |
|                                     | Codelicious Curriculum Webinar Training  | \$1,500.00 | 1     | Codelicious training for 25 staff    | \$1,500   |
|                                     | IYI - Because Kids Count                 | \$250.00   | 3     | Registration cost for 6 participants | \$750     |
|                                     | IYI - Because Kids Count                 | \$100.00   | 1     | Preconference for 1 participant      | \$100     |
| SUBTOTAL                            |  |            |       |                                      | \$3,385   |
| EXAMPLE:                            |  |            |       |                                      |           |
| Other                               |  |            |       |                                      |           |
|                                     |  |            |       |                                      |           |
|                                     |  |            |       |                                      |           |
|                                     |  |            |       |                                      |           |
| SUBTOTAL                            |  |            |       |                                      | -         |
| Total Direct                        |  |            |       |                                      | \$141,314 |
| Indirect Costs                      | Indirect Costs                           | \$141,317  | 2.63% |                                      | \$3,717   |
|                                     | SUBTOTAL                                 |            |       |                                      | \$3,717   |
|                                     | TOTAL YEAR 2                             |            |       |                                      | \$300,031 |

| Included in ICR | Not Included in ICR |
|-----------------|---------------------|
| \$25,000.00     | \$155,000.00        |
| \$16,500.00     | \$-                 |
| \$7,500.00      | \$-                 |
| \$4,000.00      | \$-                 |
| \$5,000.00      | \$-                 |
| \$2,000.00      | \$-                 |
| \$10,000.00     | \$-                 |
| \$11,000.00     | \$-                 |
| \$3,000.00      | \$-                 |
| \$4,000.00      | \$-                 |
| \$88,000        | \$155,000.00        |
|                 | \$243,000.00        |
|                 |                     |
|                 |                     |



| Budget Narrative Details |  |               |          |   |                    |
|--------------------------|--|---------------|----------|---|--------------------|
| Category                 | Activity Description   | Cost Per Item | Quantity | Quantity Description if needed  | Total              |
| Personnel                | Teacher Liaisons provide link between school day and after school program staff/curriculum                     | \$3,000       | 3        | 3tchrs x \$25hr x 4 hr/wk x 30 week   | \$9,000            |
|                          | Step into STEM teachers will provide STEM activities and experiences during 3-week summer camps                | \$2,625.00    | 3        | 3tchrs x \$25/hr x 7hr/day x 15 days  | \$7,875            |
|                          | Step into STEM Instructional Assistants will provide additional support to teachers during 3-week summer camps | \$1,503.45    | 3        | 3IAs x \$15.42/hr x 6.5hr/day x 15 days   | \$4,510            |
|                          |  |               |          | <b>SUBTOTAL</b>   | <b>\$21,385</b>    |
| Fringe Benefits          | FICA   | \$21,385.00   | 7.65%    | All Staff Listed Above  | \$1,635.95         |
|                          | Workman's Comp   | \$21,385.00   | 2.70%    | All Staff Listed Above  | \$577.40           |
|                          | TRF  | \$16,875.00   | 10.50%   | Teacher Liaisons, Summer Step into STEM Teachers  | \$1,771.88         |
|                          |  |               |          | <b>SUBTOTAL</b>   | <b>\$3,985</b>     |
| Travel                   | Fall 2019 IYI - Because Kids Count - Parking   | \$40.00       | 3        | \$20 per day parking x 2 days x 3 participants  | \$120              |
|                          | Fall 2019 Indiana Summit on Out Of School Learning   | \$40.00       | 3        | \$20 per day parking x 2 days x 3 participants  | \$120              |
|                          | Fall 2019 IYI - Because Kids Count - Keynote Luncheon  | \$35.00       | 3        | \$35 luncheon cost for 3 participants   | \$105              |
|                          |  |               |          | <b>SUBTOTAL</b>   | <b>\$345</b>       |
| Transportation           | Student Transportation ( this cost covers 2 buses for 1 of the 3 schools; the remainder is in-kind funded)     | \$8,334.30    | 2        | \$17.68hr x 2hrs x 2 drivers x 130 days = \$9,193.60<br>\$1.25mi x 23mi/day x 2 drivers x 130 days = \$7475 | \$16,668.60        |
|                          |  |               |          | <b>SUBTOTAL</b>   | <b>\$16,668.60</b> |



[illegible]



|                                     |  |  |  |  |  |  |        |  |                                      |           |
|-------------------------------------|--|--|--|--|--|--|--------|--|--------------------------------------|-----------|
|                                     |  |  |  |  |  |  |        |  |                                      |           |
| Professional Development & Training | LitArt Webinar Training                  |  |  |  |  |  | 1      |  | LitWeb training for 25 staff         | \$750     |
|                                     | Indiana Summit on Out Of School Learning |  |  |  |  |  | 3      |  | Registration cost for 3 participants | \$285     |
|                                     | Codelicious Curriculum Webinar Training  |  |  |  |  |  | 1      |  | Codelicious training for 25 staff    | \$1,500   |
|                                     | IYI - Because Kids Count                 |  |  |  |  |  | 3      |  | Registration cost for 6 participants | \$750     |
|                                     | IYI - Because Kids Count                 |  |  |  |  |  | 1      |  | Preconference for 1 participant      | \$100     |
|                                     |  |  |  |  |  |  |        |  | SUBTOTAL                             | \$3,385   |
| Other                               |  |  |  |  |  |  |        |  |                                      |           |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  | SUBTOTAL                             | \$-       |
| Indirect Costs                      |  |  |  |  |  |  |        |  |                                      |           |
|                                     | Indirect Costs                           |  |  |  |  |  | 0.0263 |  | Indirect cost rate                   | \$3,717   |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  |                                      | \$-       |
|                                     |  |  |  |  |  |  |        |  | SUBTOTAL                             | \$3,717   |
|                                     |  |  |  |  |  |  |        |  | TOTAL                                | \$300,031 |



# METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP

Administrative Services Center

6901 Zionsville Road, Indianapolis, Indiana 46268-2467

Phone: 317-387-2277 Fax: 317-387-2572

[www.pike.k12.in.us](http://www.pike.k12.in.us)

## Equitable Participation of Private School Consultation Form

M.S.D. of Pike Township contacted The Children's House on November 28, 2017 in consultation for participation in the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) initiative in Indianapolis, IN, Marion County.

We hereby testify as indicated by the signatures below that appropriate consultation as described by Subpart 1 of Part E of the Title VIII of the ESEA has occurred.

☒ No, I do not wish to participate in the 21<sup>st</sup> CCLC initiative.

☐ Yes, we wish to participate in the 21<sup>st</sup> CCLC initiative and request further consultation. *Participation requires that the private school or parent(s)/guardian(s) provide transportation of participating students to and from the 21<sup>st</sup> CCLC site(s).*

Mary Sexson  
Printed Name of Private School Administrator

Administrator  
Title

ms Mary Sexson  
Signature of Private School Administrator

11-30-17, 7/31/18  
Date

Cynthia Hoffman  
Name of Applicant Official

Director of Curriculum & Programs  
Title

CH Cynthia Hoffman  
Signature of Applicant Official

12/12/17, 7/31/18  
Date

\* Via email communication on 7/31/18 Mary Sexson gave permission to update this notice declining participation in Pike 21<sup>st</sup> CCLC.





METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP  
 Administrative Services Center  
 6901 Zionsville Road, Indianapolis, Indiana 46268-2467  
 Phone: 317-387-2277 Fax: 317-387-2572  
[www.pike.k12.in.us](http://www.pike.k12.in.us)

## Equitable Participation of Private School Consultation Form

M.S.D. of Pike Township contacted Riviera Daycare and Preschool on November 28, 2017 in consultation for participation in the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) initiative in Indianapolis, IN, Marion County.

We hereby testify as indicated by the signatures below that appropriate consultation as described by Subpart 1 of Part E of the Title VIII of the ESEA has occurred.

X No, I do not wish to participate in the 21<sup>st</sup> CCLC initiative.

       Yes, we wish to participate in the 21<sup>st</sup> CCLC initiative and request further consultation. *Participation requires that the private school or parent(s)/guardian(s) provide transportation of participating students to and from the 21<sup>st</sup> CCLC site(s).*

Deana Edenburn  
 Printed Name of Private School Administrator

President  
 Title

*Deana Edenburn*  
 Signature of Private School Administrator

12/16/17  
 Date

Cynthia Huffman  
 Name of Applicant Official

Director of Curriculum & Programs  
 Title

*Cynthia Huffman*  
 Signature of Applicant Official

12/12/17, 7/31/18  
 Date

*Over the summer, attempts to contact were made by Title I, II, and III Coordinators. No response received.*

*Cynthia Huffman*



METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP  
Administrative Services Center  
6901 Zionsville Road • Indianapolis, Indiana 46268-2467



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Maria Montessori International  
Attn: Vivian Cain  
7507 Michigan Road  
Indianapolis, IN 46268

## Cindy Huffman

**From:** Tracy Swinton  
**Sent:** Wednesday, December 6, 2017 4:37 PM  
**To:** indymontessori@msn.com  
**Cc:** Cindy Huffman; Lori O'Malley  
**Subject:** Participation in 21st CCLC (afterschool programs in Pike)  
**Attachments:** Consultation Form - Maria Montessori.docx

Good afternoon, Ms. Cain,  
Recently, I sent you a form via certified mail pertaining to the 21<sup>st</sup> CCLC Request for Proposal that Pike is in the midst of writing. Students who attend grades 3-5 at Maria Montessori are allowed to attend our after school program (contingent upon being awarded those funds). Students at your institution would have to have transportation to and from the after school site. Please return the attached form to let us know if you plan to participate. I will follow up this email with a phone call, as well. Should you have any more questions, please don't hesitate to call Lori O'Malley at 317-387-2216.

Tracy L. Swinton  
M.S.D. of Pike Township  
Academic Support Specialist  
[tlswinton@pike.k12.in.us](mailto:tlswinton@pike.k12.in.us)  
Phone: 317-387-2277  
Fax: 317-387-2694

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Attn: Vivian Cain  
7507 Michigan Road  
Indianapolis, IN 46268

PS Form 3800, August 2006

See Reverse for Instructions

\* "No day, but today!" ~ From the musical, *Rent*

*Over the summer,  
Several additional attempts were  
made by Title I, II, & III  
Coordinators. Phone number is  
currently disconnected. No response  
via email.*



**Form 9 – Assurances-Attachment I****21<sup>st</sup> Century Community Learning Centers  
Program 2018 - 2022 Sub-grant Application****ASSURANCES**

The following assurances will remain in effect for the duration of the Subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Indiana State Board of Education and the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will have proper transportation for its participants;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the students attend and other community partners;
- The subgrant program will utilize a researched based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts with in school priorities including Indiana Academic Standards;
- The subgrant program will primarily target students who attend schools eligible for Title I school wide programs and their families; or students who attend non-Title I schools that are high poverty schools;
- The funds under the subgrant program will be used to supplement the level of State, local and other non- federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State or local or non-Federal funds;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Part 76-State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.

- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of five (5) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) or an equivalent nationally-recognized assessment annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including growth model data from the Learning Connection website;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- All partners will review and comply with the above assurances.
- The subgrant program certifies that it is currently registered in the System of Award Management (SAM <https://www.sam.gov>) database.
  - The LEA has expended \$750,000 in federal funds between July 01, 2016 and June 30, 2017. Yes ☒ No ☐
  - If yes, the LEA has received a single audit or program specific audit (2 CFR 200.501). Yes ☒ No ☐

**Note:** The applicant will sign below and submit both pages of the Assurances.

LEA or Organization Name:

MSD of Pike Township



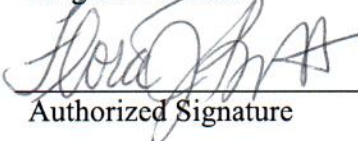
Cynthia Huffman

7/31/18

Program Director

Type Name

Date



Dr. Flora J. Reichanader

7/31/18

Authorized Signature

Type name

Date



## NARRATIVE

### I. PROJECT ABSTRACT

The MSD of Pike Township serves 11,253 diverse students in the urban northwest quadrant of Indianapolis; IN. Pike is a majority-minority school district with the minority enrollment currently at 91% of the student population and an LEP enrollment of 16%. Pike has the third highest minority percentage in the state and the eighth largest English language learner population in the state out of 292 school corporations. The overall district **poverty rate of 71%** combined with low performance on state assessments (ISTEP+) yield a high-need **Title I** student population. The three targeted schools; Central Elementary (CES), Eastbrook Elementary (EES) and Snacks Crossing Elementary (SCES) are **performing below the state average** in both English/ language arts and mathematics on ISTEP+. **All three schools have received a “D” designation by Indiana’s A-F Accountability System. Pike Township and its joint applicant, the Central Indiana Educational Services Center (CIESC), propose a 21<sup>st</sup> Century Community Learning Center (CCLC) program that will serve 225 targeted students in grades K-5 to: 1) improve academic achievement in ELA and math, 2) increase opportunities for STEM and literacy development, and 3) increase family involvement in school-related activities.** Each of the targeted schools demonstrates a need for additional learning opportunities directly linked to **Indiana Academic Standards (IAS)** and school-day curriculum. Risk factors for this population include high poverty, low achievement levels, ISTEP+ failure, limited English proficiency, and identified learning disabilities. These conditions challenge efforts to ensure learning, achievement, and academic growth. The proposed 21<sup>st</sup> CCLC project provides a **summer and before/after-school program** specifically targeting students at-risk of academic failure with academic (tutoring/homework help/curricula) and enrichment (STEM/literacy/health & wellness) opportunities connected to **IAS**. 21<sup>st</sup> CCLC

participants will also benefit from mentoring, expanded library time, USDA approved meals, access to various before/after-school clubs, and cultural arts enrichment. Expanded **STEM** learning opportunities **will be a program priority** as Pike continues its efforts to meet the goal of the Superintendent of Schools to become a STEM certified school district. Recent pathways to this end include the expansion of Project Lead the Way, the creation of Pike's own Career & STEM Center, K-12 Robotics Teams, and **four** STEM Certified schools designated by the IDOE. Our joint applicant, CIESC is a leader for professional training and support services to many Central Indiana School communities. The Director of Curriculum & Programs will oversee the partnership, development, and management of the program. The before/after-school program will operate four days/wk. 3 hrs./day) for 30 weeks with supplemental *Step into STEM* summer enrichment camps that will operate 5 days a week for three (3) weeks (6 hrs./day). Building principals will invite targeted students to participate in 21<sup>st</sup> CCLC and classroom teachers will promote the academic and enrichment benefits of the programs. Building principals will take ownership of the program (see Letters of Commitment). Site Coordinators and program staff will collaborate with the school-day staff and a teacher liaison to ensure after school activities and professional development link to Pike goals and initiatives. Anticipated program outcomes are increased ILEARN passing rates, reading and math achievement/grades, STEM & literacy development, parent involvement, and regular program attendance. Limelight Analytics will serve as the external evaluator, providing data collection; quantitative/qualitative analysis; formative feedback/recommendations; and submission of an annual and summative/final report to IDOE, the district, and partners. Grant partners are paramount to the success of 21<sup>st</sup> CCLC programs as they provide volunteer mentors, curriculum, workshops, activities, and expertise in STEM as well as the educational and social development of Pike youth.



## **II. COMPETITIVE PRIORITY**

**Commitment of Joint Applicant:** The **MSD of Pike Township (Pike)** is jointly submitting the proposal with an established partner, **Central Indiana Education Services Center (CIESC)**, a non-school entity. Pike, an eligible grant recipient, will serve as the fiscal agent while CIESC, an educational consortium, will collaborate with Pike to provide a comprehensive after-school program for elementary school students. The partnership will ensure a standards-based tutoring program, ample enrichment opportunities (i.e. STEM, literacy, cultural), staff and student recruitment/retention, data collection, and professional development with parent and family involvement. **Partnership Formation:** Pike has a long-standing partnership with CIESC, sharing and maximizing resources, as well as acquiring and leveraging joint funding and programming. CIESC is a proven partner having provided SES services to Pike students and teacher tutors for the 21<sup>st</sup> CCLC grants since 2008. In 2013, a partnership to serve as a direct service provider of the 21<sup>st</sup> CCLC after school programs was established. This collaboration continued to strengthen services for economically disadvantaged students with a broad array of experiences, programs, activities, and resources. Pike and CIESC **meet the application priority** for this 21<sup>st</sup> CCLC grant proposal as they will serve elementary school students in three, high-need **School Wide Title I** schools with a **poverty rate greater than 75% based on free-reduced lunch** statistics. Central Elementary (CES), Eastbrook Elementary (EES), and Snacks Crossing Elementary (SCES) **have been rated as “D” schools under the Indiana Accountability System** for Improvement. Although EES has recently improved their school rating to a “C”, it remains an identified Priority School due to its performance history. In addition, the preliminary ISTEP+ results for 2017-18 show an overall decline in scores at EES. This 21<sup>st</sup> CCLC application also meets the criteria for **organizational priority** as Pike & CIESC have collaborated with the

American Health and Safety Institute to ensure that **95% of the direct 21<sup>st</sup> CCLC program staff is CPR certified.** The CIESC Outreach Coordinator that maintains direct oversight of the 21<sup>st</sup> CCLC after-school program has added expertise as an early recipient of the Child & Youth Care Credential. She serves as an advocate for this credentialing to all direct program staff. Pike is seeking **STEM programming priority points** for integrated and hands-on activities, training, and engagement in the area of STEM. Pike will implement multiple IDOE recommended and research-based strategies, resources and programs. Specifically, *STEM Connection* will provide a place for hands-on, minds-on, and feet-on-the ground exploration through curriculum, field trips, summer camps, Family STEM Nights, and professional development for out-of-school time professionals. *Codelicious* curriculum will engage students in problem solving, collaboration, and project-based STEM activities through coding. 21<sup>st</sup> CCLC students will also benefit from problem-solving activities through *Minecraft*, *Math Pentathlon*, and *Everyday Math* games. *TechPoint Foundation for Youth*, through the US2020 Initiative will provide mentors and volunteers from STEM fields to work with students, and alongside teachers to provide quality STEM extra-curricular activities such as VEX IQ Robotics, Minecraft, CoderDojo, Codelicious, and Microsoft YouthSpark. Program participants and their families will have time and support during the program to explore and learn about STEM concepts, programs, and career/course pathways. Interest in 21<sup>st</sup> CCLC before/after-school program will be created through *Step into STEM* Summer Camps (promoted with 21<sup>st</sup> CCLC logos and program highlights) that will occur in conjunction with Pike's Summer School Program. Pike will collaborate with CIESC and other community organizations such as those listed above to provide three weeks of academic enrichment emphasizing engaging learning opportunities that involve problem solving and real world experiences at no cost to families each summer.



### **III. NEED FOR PROJECT**

**A. Need for project and supporting data:** Pike serves 11,253 diverse elementary, middle, and high school students in the urban, northwest quadrant of Indianapolis, Indiana. The district's nine elementary schools, three middle schools, one high school, and an alternative middle/high school have a multi-ethnic minority rate of 91%. Demographics include: 59% (6,725) African-American; 24% (2,742) Hispanic; 9% (1,014) Caucasian; 6% (665) Multiracial; 2% (219) Asian; 16.4% (1,844) English language learners; 14.1% (1,586) special education, 71.3% (8,022) free/reduced lunch; 20% student mobility; 319 homeless students, and 37% growth in the immigrant population. Pike is a minority-majority district that maintains a high graduation rate (94%) amidst the challenges that exist with students at-risk of academic failure. **Pike and CIESC are submitting a joint proposal** for a 21<sup>st</sup> CCLC program that targets at-risk students at three of its neediest schools: Central Elementary School (CES) - **D**, Eastbrook Elementary School (EES) – **C** (school in “improvement” status due to previous D grades), and Snacks Crossing Elementary School (SCES) - **D**.

| MSD of Pike Township: Current Demographic Data - 21 <sup>st</sup> CCLC Targeted Schools |       |          |       |       |       |     |           |          |              |               |
|---|-------|----------|-------|-------|-------|-----|-----------|----------|--------------|---------------|
| School  | Black | Hispanic | White | Multi | Asian | LEP | Spec. Ed. | Free/Red | Attend. Rate | Mobility Rate |
| CES   | 64.9% | 21.6%    | 6.4%  | 6.4%  | 0.7%  | 20% | 17.7%     | 82%      | 95.3%        | 30.3%         |
| EES   | 54.8% | 35.0%    | 4.8%  | 4.8%  | 0.8%  | 34% | 12.4%     | 83%      | 96.2%        | 20.9%         |
| SCES  | 66.3% | 23.7%    | 4.3%  | 4.5%  | 1.2%  | 22% | 19.9%     | 79%      | 95.9%        | 29.2%         |

Achievement gaps and risk factors exist among the different ethnic and socio-economic groups.

These risk factors include high poverty, low achievement, ISTEP+ failure, limited English proficiency, and identified learning disabilities. These conditions challenge efforts to ensure learning, achievement, and academic growth. There is a critical need to involve economically disadvantaged students/families in additional learning time and enrichment opportunities.

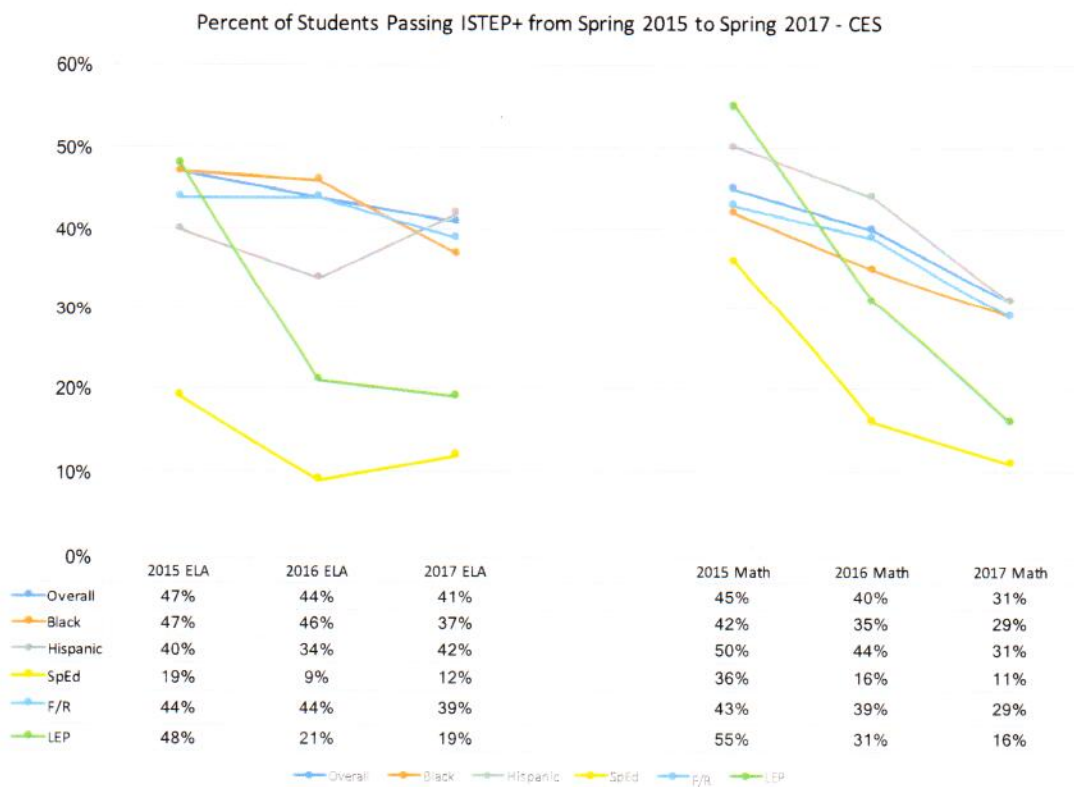
As indicated in Figure 1, there has been a significant drop in the overall academic performance

of students since the implementation of the new ISTEP+ assessment and substantial gaps exist between the subgroups of ELL and special education. All three targeted schools are currently performing well below the state average in both ELA and Math. With the implementation of the ILEARN in the Spring of 2020, there is a sense of urgency in supporting the academic achievement of Pike youth so that they can successfully perform on state and local assessments.

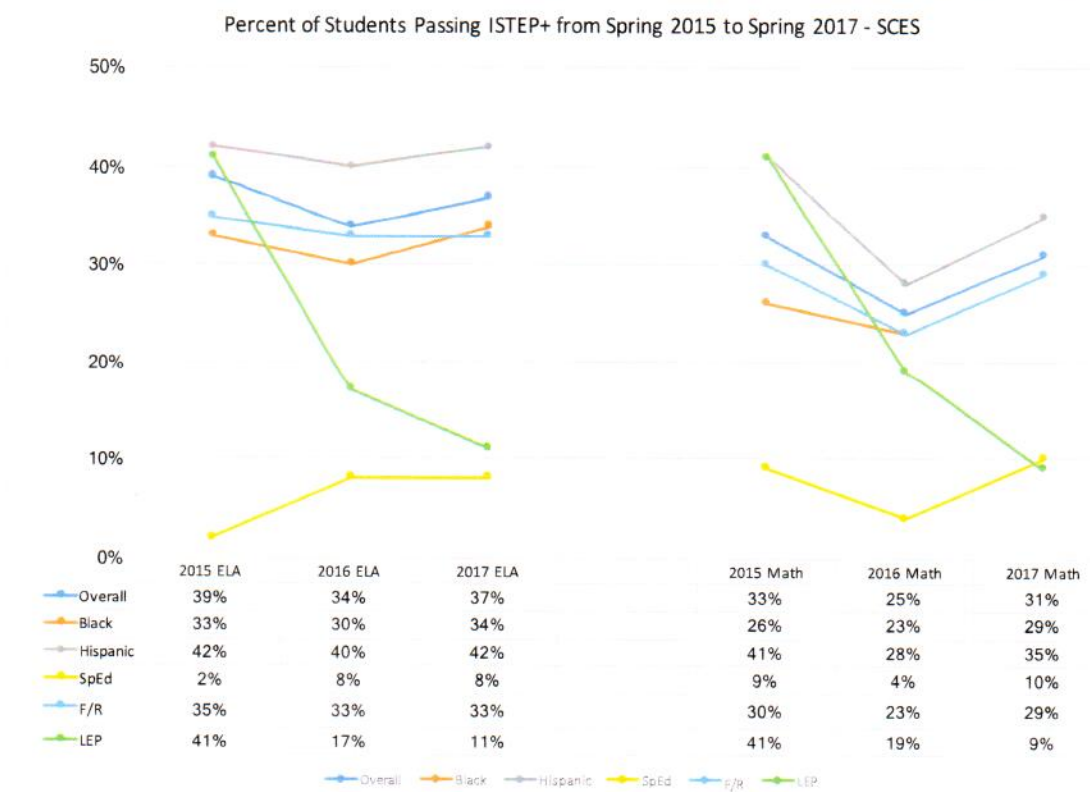
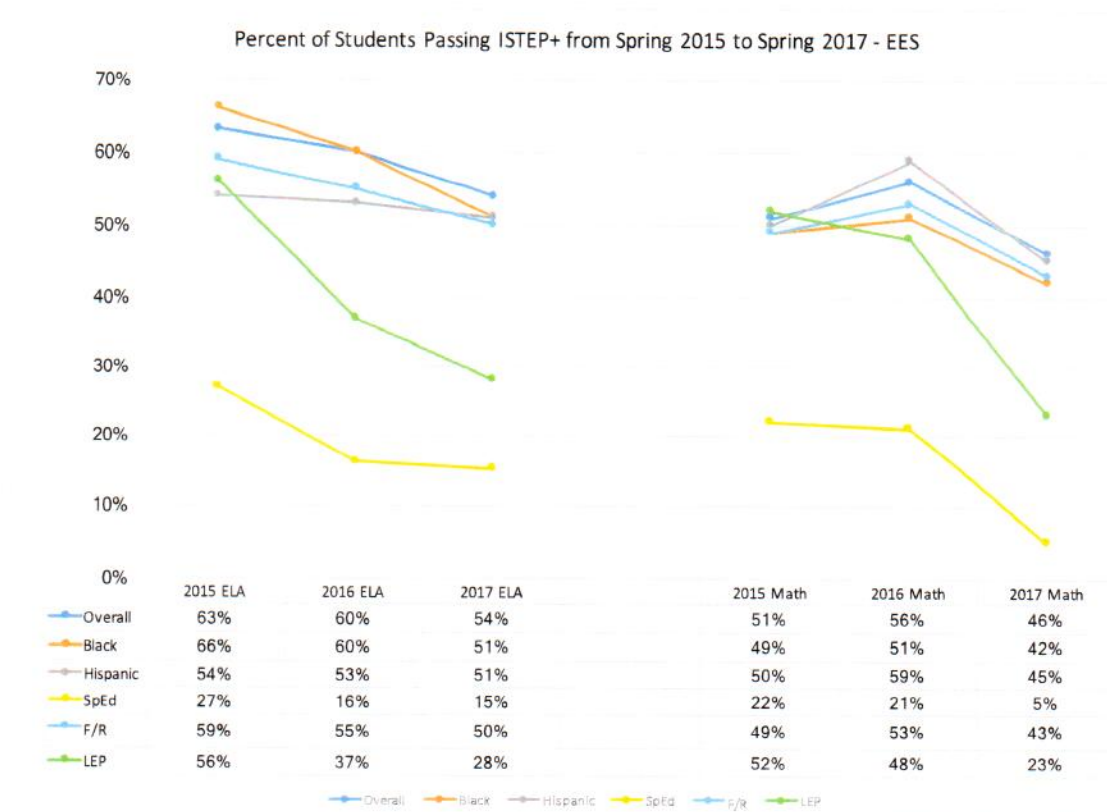
|             | State Average | CES | EES | SCES |
|-------------|---------------|-----|-----|------|
| <b>ELA</b>  | <b>67.4%</b>  | 41% | 54% | 37%  |
| <b>Math</b> | <b>60.5%</b>  | 31% | 46% | 31%  |

Based on analysis of the data for determining each schools letter grade, additional **academic support** is warranted for ensuring the “catch-up” growth needed will lead to increased student performance on ISTEP+. Supplemental services linked to school day curriculum provided during the 21<sup>st</sup> CCLC program would support and enhance this effort.

Figure 1







Although the 2017-18 ISTEP+ scores are embargoed at this time, preliminary results indicate little improvement from the 2016-17 data. In addition, the discipline data in the chart below is collected annually as a part of the Pike's Project Prevent Grant. The data indicates an increase in violent, aggressive, and disruptive behavior that warrants additional **mental health and positive behavior intervention support (PBIS)** at these schools. Collaboration with school counselors, Cummins Mental Health staff, and the district Behavioral Support Team is needed to serve students during these critical after-school hours to improve pro-social skills/behavior, build coping mechanisms, and prevent risk-taking behaviors.

| <b>3-YEAR COMPARISON OF VIOLENT, AGGRESSIVE, AND DISRUPTIVE BEHAVIOR IN TARGETED 21<sup>st</sup> CCLC SCHOOLS 2015-2018</b>  |            |            |             |              |
|--|------------|------------|-------------|--------------|
| <b>Schools/Years</b>   | <b>CES</b> | <b>EES</b> | <b>SCES</b> | <b>Total</b> |
| <b>Total No. of Actions 2017-18</b>  | 338        | 273        | 699         | 1310         |
| <b>Total No. of Actions 2016-17</b>  | 353        | 101        | 436         | 890          |
| <b>Total No. of Actions 2015-16</b>  | 239        | 91         | 165         | 495          |
| <i>Violent, aggressive, and disruptive behaviors include: assault on staff/student, arson, battery, disrespect peer, disrespect teacher, disruptive behavior, drug offense, explosives/fireworks, fighting (including hitting, kicking, pushing, shoving), gang activity, inappropriate language, improper sexual behavior, insubordination, intimidation, possession of stolen goods, possession of tobacco product, sell drugs or alcohol, stealing, vandalism, verbal aggression/threatening, weapons offense</i> |            |            |             |              |

**B. Available out-of-school time programming and service gaps:** The table below (Figure 2) outlines the current programs offered in the three target schools, the gaps in services, and the expansion/ enhancement of services to be offered through the 21<sup>st</sup> CCLC program reinstatement.

#### **Current Out-of-School Time Programming and Service Gaps**

| <b>Targeted Schools; Grade Levels Served; Current Programs</b>  | <b>Gaps in Services</b>  | <b>Expansion/Enhancement Programs (New Services, time/day, # students)</b>  |
|---|--|---|
| <b><u>Central Elementary School</u></b><br><ul style="list-style-type: none"> <li>• ISTEP+ After-School Tutoring – Gr. 3-5 – 3:00 – 4:45–1x/wk</li> <li>• After-school care (service fee) – K-5 – 3:00-6:00–4x/wk</li> <li>• Student Interest Clubs– K-5 – 3:00 – 4:30 – 2x/wk</li> </ul> | <ul style="list-style-type: none"> <li>• CES &amp; EES-21<sup>st</sup> CCLC before/after-school program ended in spring 2018</li> <li>• Limited number of regular attending participants (RAP)</li> <li>• Limited enrichment opportunities available at little or no cost to families</li> </ul> | <ul style="list-style-type: none"> <li>• CES &amp; EES-Reinstate 21<sup>st</sup> CCLC Program-focus on Gr. 3-5, 3:00-5:30–4x/wk to serve 225 students annually four days/week for 30 weeks</li> <li>• SCES-Add 21<sup>st</sup> CCLC Program-focus on Gr. 3-5, 3:00-5:30–4x/wk to serve 225 students annually 4-days/week for 30 weeks</li> <li>• Provide attendance incentives to meet participation goals (RAP)</li> </ul> |
| <b><u>Eastbrook Elementary School</u></b><br><ul style="list-style-type: none"> <li>• ISTEP+ After-School Tutoring – Gr. 3-5 – 3:00 – 4:45–1x/wk</li> </ul>   |  |   |



|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• After-school care (service fee) – K-5 – 3:00-6:00–4x/wk</li> <li>• Student Interest Clubs– K-5 – 3:00 – 4:30 –2x/wk</li> </ul>   | <ul style="list-style-type: none"> <li>• No strategic marketing plan for linking after-school program to school day success</li> <li>• Limited connection between school day staff and after school program staff</li> <li>• Limited link to school day curriculum and assessment preparation</li> <li>• Limited support services for ELL, Special Education, high poverty, and low achievement</li> <li>• Limited extra-curricular activities related to STEM and literacy</li> <li>• Limited mental health support for students who have experienced trauma</li> <li>• Limited mentoring services in the school</li> <li>• Limited pro-social activities</li> </ul> | <ul style="list-style-type: none"> <li>• <i>NEW!</i> 21<sup>st</sup> CCLC Summer School Enhancement Program – <i>Step into STEM Enrichment Camps</i></li> <li>• A marketing plan to recruit, promote, and link after-school to school day success</li> <li>• Recruit, promote, and sustain student participation through special programming events, incentives, and school staff involvement</li> <li>• Enhanced role of School Liaison that will link school day curriculum and assessment support</li> <li>• Target: ELL, Special Education, high poverty, low achievement</li> <li>• Intensive focus on reading/math achievement, small group tutoring, groups with teachers (CIESC) focused on reading strategies for improved comprehension</li> <li>• Integration of English language acquisition activities</li> <li>• Enhanced Academic enrichment: STEM activities, health/wellness, character education, (partners, volunteers, staff, and mentors)</li> <li>• Engage students through enrichment activities (STEM Connection, Codelicious, Vex IQ Robotics, Math Pentathlon, Minecraft, and study trips)</li> <li>• Strengthen family literacy services: Literacy Fair, CLEAR computer lab, Arts For Learning Performances, myON Reader access, 21<sup>st</sup> CCLC Showcase event</li> <li>• Increased health and wellness services (Cummins, counselors, prosocial skill development, Fitness Centers, Walking Tracks)</li> </ul> |
| <p><b><u>Snacks Crossing Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• ISTEP+ After-School Tutoring–Gr. 3-5– 3:00-5:00–1x/wk</li> <li>• After-school care (service fee) – K-5 – 3:00-6:00–4x/wk</li> <li>• Student Interest Clubs– K-5 – 3:00 – 4:30 –2x/wk</li> </ul> |   |  |

Figure 2

**C. Identification of Needs and Services:** A Strategic Planning Committee of over a hundred

school and community partners met in nine focus areas to analyze, research, and identify recommendations for improvement. Through this community framework, Advisory Council meetings, IN-QPSA self-assessments, current partner and principal focus groups, and external evaluation of current 21<sup>st</sup> CCLC sites, Pike conducted a comprehensive needs assessment (surveys, focus groups, achievement data, school/existing program data) to identify needs/gaps in



services and innovative programming ideas (Figure 2). A review of research-based programs and curriculum, planning meetings with district/school staff, the external evaluator, and community partners were utilized to design a program *Logic Model* (p.48). Clearly defined goals/objectives /performance measures, aligned strategies/curriculum/activities, partners, and budget were developed by the Pike team and are directly tied to IDOE expectations and Pike’s Strategic Plan. Specific data collection sources, stakeholder involvement, and findings are described below.

| Pike 21st CCLC Data Collection Source: Involvement of Stakeholders - Findings 2016-2018   |  |  |
|---|--|--|
| Data Collection Source  | Involvement of Stakeholders  | Findings/Needs   |
| <ul style="list-style-type: none"> <li>▪Student Demographics-Skyward</li> <li>▪Student Achievement-ISTEP+/NWEA</li> <li>▪Coordinator of Data Analysis &amp; Research</li> </ul> | <ul style="list-style-type: none"> <li>▪District/Parent/Student/Teacher reports</li> <li>▪School Improvement Planning process</li> <li>▪School Board Meetings</li> <li>▪Data Analysis Meetings (Articulation, Think Tank, School Improvement)</li> </ul>   | <ul style="list-style-type: none"> <li>▪High poverty, low achievement, low ISTEP+ performance, Accountability Grades</li> <li>▪Targeted schools based on low ISTEP+ performance and high need student population</li> <li>▪Needs: academic support for at-risk students; before/after-school programs; parent training; STEM enrichment opportunities; family literacy activities; mental health &amp; wellness; pro-social and cultural experiences</li> </ul>      |
| <ul style="list-style-type: none"> <li>▪IDOE</li> </ul>   | <ul style="list-style-type: none"> <li>▪Technical Support</li> <li>▪Site Visits and Feedback</li> <li>▪Guidance on Research-based practices</li> <li>▪Indiana After School Standards</li> </ul>  | <ul style="list-style-type: none"> <li>▪Program quality improvements</li> <li>▪Research-based STEM curriculum</li> <li>▪Professional development opportunities</li> <li>▪Research-based reading/literacy curriculum</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪Students/parents</li> </ul>   | <ul style="list-style-type: none"> <li>▪Surveys (CLEAR Lab, past 21<sup>st</sup> CCLC participants, SIP planning process)</li> <li>▪Focus groups</li> <li>▪Strategic planning process</li> </ul>   | <ul style="list-style-type: none"> <li>▪Needs: after-school tutoring; tutoring in math and reading; access to technology/computer lab/library; enrichment activities in art, STEM, and recreation</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪Staff</li> </ul>  | <ul style="list-style-type: none"> <li>▪Focus groups at 21<sup>st</sup> CCLC schools and target schools, planning mtgs., data collection, identification-research/best practices,</li> <li>▪SIP planning process</li> <li>▪Strategic planning process</li> <li>▪IN-QPSA Self-Assessment results</li> </ul> | <ul style="list-style-type: none"> <li>▪After-school programs with transportation home</li> <li>▪Teacher tutoring for at-risk population</li> <li>▪Tutoring connected to school day curriculum</li> <li>▪Parent education and involvement</li> <li>▪Need increased engaging and enriching opportunities</li> <li>▪Incentives for attendance is helpful</li> <li>▪Students benefit from mentoring</li> <li>▪Teacher Liaisons improve school day connection</li> </ul> |
| <ul style="list-style-type: none"> <li>▪Principals</li> </ul>   | <ul style="list-style-type: none"> <li>▪Principal/Plan Mtgs.</li> <li>▪Data collection</li> <li>▪Focus Groups</li> <li>▪SIP planning process</li> <li>▪Strategic planning process</li> </ul>   | <ul style="list-style-type: none"> <li>▪A safe and supportive place for students at-risk</li> <li>▪After-school services (academic and social-emotional)</li> <li>▪Parent education and involvement</li> <li>▪After school transportation</li> <li>▪Link between school day and after-school staff</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪Partners</li> </ul>   | <ul style="list-style-type: none"> <li>▪Planning Meetings w/partners</li> <li>▪School Board (Approval to Apply)</li> <li>▪Strategic planning process</li> </ul>  | <ul style="list-style-type: none"> <li>▪Extend quality programs to schools/students</li> <li>▪Strengthen partnerships</li> <li>▪Shared vision for 21<sup>st</sup> Century Learners (technology, STEM, problem solving, collaboration)</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪Advisory Council</li> </ul>   | <ul style="list-style-type: none"> <li>▪Partner Planning Meetings</li> <li>▪Focus Groups</li> <li>▪Data Analysis</li> <li>▪Strategic Planning Process</li> </ul>   | <ul style="list-style-type: none"> <li>▪Need increased participation to meet program goals</li> <li>▪Pike teacher tutors help with school day linkages</li> <li>▪Many students experience trauma and need pro-social and sometimes, mental health support</li> <li>▪Program flexibility to meet individual student needs</li> </ul>  |



## **V. PARTNERSHIPS/COLLABORATIONS**

### **A. Collaboration with other agencies. B. Partner Identification and Contributions:**

Pike’s program will leverage federal, state, and local resources. A complete summary of the contributions made by federal, state and local agencies as well as how partners were identified and involved in Pike’s 21<sup>st</sup> CCLC program development are summarized in the following table.

| Agency Collaboration with Federal, State, Local Funds                    |  |  |  |  |
|--|--|--|--|--|
| Agency   |  | Contribution to 21 <sup>st</sup> CCLC Program  |  |  |
| Federal: Title I   |  | ▪ Staff Development, Staff Support, Materials  |  |  |
| Federal: Title II  |  | ▪ Staff Development  |  |  |
| Federal: Title III   |  | ▪ Staff Development, Parent Training   |  |  |
| Federal: Youth Career Connect Grant                                      |  | ▪ Staff Development, Student Support, Technology   |  |  |
| Federal: Project Prevent Grant   |  | ▪ Staff Development, Student/Family Support  |  |  |
| Federal: USDA Food and Nutrition Services                                |  | ▪ Chartwells Dining Services, Student Suppers  |  |  |
| State: Title IV  |  | ▪ Staff Development, STEM Activities   |  |  |
| State: 21 <sup>st</sup> CCLC Cohort 8                                    |  | ▪ Staff Development, Partnership with CIESC, Staff   |  |  |
| Local: MSD of Pike Township  |  | ▪ In-Kind Support: Leadership, Staff, Technology, Professional Development, Supplies, Materials, Custodial, Transportation, Clerical |  |  |
| Pike 21st CCLC Partnerships/Collaboration/Contributions                  |  |  |  |  |
| PARTNERS   | HOW IDENTIFIED   | ROLE IN DEVELOPMENT  | CONTRIBUTIONS TO 21 <sup>ST</sup> CCLC   | RELATIONSHIP   |
| <u>Joint Applicant:</u><br>Central IN Educational Service Center (CIESC) | ▪ Long-standing Pike supporter<br>▪ Participated in Needs Assessment<br>▪ Past SES Provider<br>▪ IDOE Superior Rating<br>▪ 21 <sup>st</sup> CCLC Oversight | ▪ Program Planning<br>▪ Planning Meetings<br>▪ Needs Assessment<br>▪ Potential Partnerships  | ▪ Hire, train, schedule, pay, and evaluate program staff<br>▪ STEM curriculum – STEM Connection, Codelicious, YPII<br>▪ Tutoring Curriculum<br>▪ Program Oversight<br>▪ Sustainability | ▪ SES Provider for 8 years<br>▪ Pike has been a member of CIESC in the past<br>▪ Partner in 21 <sup>st</sup> CCLC Cohort 7 & 8 |
| Pike Building Principals: CES, EES, & SCES                               | ▪ School designation: Priority Improvement<br>▪ “D” Accountability Grade<br>▪ High-Need  | ▪ Needs Assessment<br>▪ Planning Meetings<br>▪ Student Identification<br>▪ Communication with Staff                                  | ▪ Student Recruitment<br>▪ Program Oversight<br>▪ Facilities Management<br>▪ Problem-Solving<br>▪ Data Analysis<br>▪ Parent Support  | ▪ Pike certified administrators<br>▪ School Improvement Team Leader  |
| Advisory Council   | ▪ Previous Grant Partners<br>▪ Participated in Needs Assessment  | ▪ Planning Meetings<br>▪ Focus Groups<br>▪ Data Analysis<br>▪ Strategic Planning   | ▪ Progress monitor program for improvements<br>▪ Volunteers<br>▪ Sustainability  | ▪ Partners in 21 <sup>st</sup> CCLC Cohort 7 & 8   |
| Butler University  | ▪ Long-standing Pike Partnership<br>▪ STEM PD  | ▪ Program Planning<br>▪ Planning Meetings  | ▪ PD in STEM<br>▪ Volunteer tutors/mentors<br>▪ Sustainability   | ▪ Math & Science Partnership Partner<br>▪ Master Practitioner Partner  |
| Indianapolis Public Library  | ▪ Location on main Pike campus<br>▪ Ongoing collaborations on events & activities  | ▪ Program Planning<br>▪ Planning Meetings  | ▪ Library information and resources for programs and activities related to literacy  | ▪ Library Cards<br>▪ Summer reading program<br>▪ Mobile book delivery for summer school  |
| Chartwells: Dining Services  | ▪ Meal service<br>▪ Nutrition<br>▪ Wellness Committee  | ▪ Needs Assessment<br>▪ Planning Meetings<br>▪ Delivery protocol   | ▪ Provide/Deliver USDA meals/snacks<br>▪ Provide health/nutrition services   | ▪ Partner in 21 <sup>st</sup> CCLC Cohort 7 & 8<br>▪ District Service Provider   |



|   |  |   |  |  |
|---|--|---|--|--|
| Snapology   | <ul style="list-style-type: none"> <li>▪ Enrichment programs</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Needs Assessment</li> <li>▪ Planning Meetings</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Programs – anti-bullying and leadership curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Partner in 21<sup>st</sup> CCLC Cohort 7</li> </ul>   |
| Youth Philanthropy Indiana Initiative                               | <ul style="list-style-type: none"> <li>▪ Invested Stakeholder in At-Risk Youth Work</li> <li>▪ Family Involvement</li> </ul>                                     | <ul style="list-style-type: none"> <li>▪ Needs Assessment</li> <li>▪ Family Recruiting</li> <li>▪ Planning Meetings</li> </ul>      | <ul style="list-style-type: none"> <li>▪ Provide educational programs for students, parents, and staff</li> <li>▪ Collaborate with site coordinator</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Partner in 21<sup>st</sup> CCLC Cohort 8</li> </ul>   |
| Codelicious   | <ul style="list-style-type: none"> <li>▪ Summer Enrichment Partner</li> <li>▪ Computer Science Curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Planning Meetings</li> <li>▪ Needs Assessment</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Provide curriculum</li> <li>▪ Provide training and mentors</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Potential education partner for Computer Science Education</li> </ul>                         |
| STEM Connection   | <ul style="list-style-type: none"> <li>▪ Past Partnership</li> <li>▪ Committed STEM organization</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Planning Meetings</li> <li>▪ Needs Assessment</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Provide materials</li> <li>▪ Program Oversight</li> <li>▪ Train Challenge Club leaders</li> </ul>   | <ul style="list-style-type: none"> <li>▪ 21<sup>st</sup> CCLC Partner Cohort 7 &amp; 8</li> </ul>                                      |
| Young Men of Purpose  | <ul style="list-style-type: none"> <li>▪ Invested Stakeholder in At-Risk Youth Work</li> <li>▪ Long-standing Pike supporter</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ Program Planning</li> <li>▪ Planning Meetings</li> <li>▪ Student Identification</li> </ul> | <ul style="list-style-type: none"> <li>▪ Support at-risk boys</li> <li>▪ Provide Materials</li> <li>▪ Program Oversight</li> <li>▪ Mentoring/Character Education</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ Current Partner in 21<sup>st</sup> CCLC Cohort 8</li> </ul>                                   |
| Capstone Digital - myON Reader                                      | <ul style="list-style-type: none"> <li>▪ Current myON subscriber</li> <li>▪ Positive feedback on digital library services</li> </ul>                             | <ul style="list-style-type: none"> <li>▪ Planning Meetings</li> <li>▪ Service planning</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Webinars/Training</li> <li>▪ License to myON subscription</li> <li>▪ Support services for reports, book lists, etc...</li> </ul>                                  | <ul style="list-style-type: none"> <li>▪ Cohort 7 myON Subscriber and support services</li> </ul>                                      |
| Go Math!  | <ul style="list-style-type: none"> <li>▪ Quality Math curriculum resource</li> <li>▪ Aligned to Indiana Academic Standards</li> </ul>                            | <ul style="list-style-type: none"> <li>▪ Service Planning</li> <li>▪ PD planning</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Access to digital resources</li> <li>▪ Quality remediation and enrichment strategies</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Current Core Math curriculum resource</li> <li>▪ Professional development provider</li> </ul> |
| TechPoint Foundation for Youth                                      | <ul style="list-style-type: none"> <li>▪ US2020 Initiative Supporter of STEM programs</li> <li>▪ Long-standing Pike supporter/funder of STEM programs</li> </ul> | <ul style="list-style-type: none"> <li>▪ Program Planning</li> <li>▪ Planning Meetings</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Collaborate with district and site coordinator</li> <li>▪ Mentoring in STEM Programs</li> <li>▪ Sustainability</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Current Partner in 21<sup>st</sup> CCLC Cohort 8</li> </ul>                                   |
| IUPUI   | <ul style="list-style-type: none"> <li>▪ ELL PD partnership</li> <li>▪ Urban Education student preparation relationship</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ Needs Assessment</li> <li>▪ Planning Meetings</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Provide prof. dev. to staff in ELL strategies</li> <li>▪ Collaborate to plan language acquisition activities</li> <li>▪ Urban Education student tutors</li> </ul> | <ul style="list-style-type: none"> <li>▪ Long-standing Pike Partner in ESL &amp; EBD Education</li> </ul>                              |
| <i>*All partners will serve as members of the Advisory Council.</i> |  |   |  |  |

The commitment of Pike stakeholders through the strategic planning process combined with an extensive history of successful community partnerships; provide a solid foundation for program collaborations. Effective partnerships are built on mutual respect and common goals identified through a comprehensive needs assessment (surveys/focus groups, achievement data, school/existing program data); a review of evidence-based programs, curriculum and Indiana Afterschool Standards; and planning meetings. Clearly defined goals/objectives, performance measures, strategies/curriculum/activities, partners, and budget were developed by the Pike team



(and tied directly to IDOE expectations and Pike’s strategic plan) in collaboration with partners. This comprehensive process identified community risk factors, gaps in services, school-related student and family needs, and potential partnerships. Key findings indicate a need for extended learning time, academic and social-emotional support, enrichment opportunities, STEM development, and parent education. Grant programs as comprehensive and academically-sound as this 21<sup>st</sup> CCLC proposal cannot succeed without the involvement of each site’s building principal. Thus, to ensure the success and fidelity of this proposal, the principals from CES, EES, and SCES have become “community partners” and submitted a letter of support and partnership as testimony and commitment to the success of 21<sup>st</sup> CCLC program. All program partners completed MOUs (Attachment E) and MOU Agreements (Appendix A).

## **V. PROGRAM DESIGN AND IMPLEMENTATION**

**A. Goals, Objectives, Performance Measures, Activities, and Assessments:** The comprehensive design of Pike’s 21<sup>st</sup> CCLC Program summarized in the *Logic Model* (pg. 49) identifies the priority goals, components, strategic partners, and activities. The *Implementation Table* that follows the Logic Model describes in detail the **goals, objectives, activities, performance measures, annual targets, assessment tools, and related research**. Performance measures are specific, measureable, and challenging; yet achievable for Pike at-risk youth. The 21<sup>st</sup> CCLC Program’s primary performance goal of increased academic achievement will be accomplished due to enhanced linkage to school-day curricula and evidence-based instructional practices connected to student/school improvement. See Appendix E for Curriculum Resource List. School-day curricula are aligned to the Indiana Academic Standards (IAS) and are detailed in each unit of study. As such, student homework, tutor preparation, family literacy/STEM activities and before/after-school programming will parallel these goals for 21<sup>st</sup> CCLC

participants. 21<sup>st</sup> CCLC students will benefit from academic support and enrichment four days a week for 30 weeks (2.5 hrs. after-school and 30 minutes before-school), meeting the minimum number of hours per week (12). School-day staff will be sought to provide academic tutoring in reading and math at least two days a week and STEM enrichment activities will be provided two days a week, in addition to daily homework support/test prep, pro-social behaviors, health & wellness, mentoring, and recreational activities. Participation in the 21<sup>st</sup> CCLC before/after-school program will be enhanced through the *Step into STEM* summer enrichment camps that will operate 5 days a week for three (3) weeks for six (6) hours per day. This 90-hour program qualifies under the 21<sup>st</sup> CCLC Summer Program guidance as it exceeds the minimum 64 hours of program time. The *Step into STEM* program will include partner curriculum and programming such as Codelicious (coding curriculum), Bricks 4 Kids, and STEM Challenge Clubs through The STEM Connection. The primary goal of this 21<sup>st</sup> CCLC summer program will be to create an interest in both the academic support and **enrichment** benefits of the 21<sup>st</sup> CCLC before/after-school program. Secondary to this goal, are the obvious benefits of STEM education as described in the Indiana Afterschool Specialty Standards that informal STEM education inspires student learning through hands-on, experience-based activities that enrich and add value to their school experiences. This effort combined the MSD of Pike Townships efforts to become an IDOE STEM certified school district will have immeasurable benefits to the students served by this grant.



**MSD of Pike Township and Central Indiana Education Services Center  
21<sup>st</sup> Century Community Learning Centers Program  
LOGIC MODEL**

**Mission**

*To provide elementary students and their families with high-quality academic and personal enrichment opportunities for meaningful engagement in educational development.*

**Project Goals**

- Students (K-5) will meet or exceed state and local **academic achievement** standards in reading and mathematics.
- Students (K-5) will improve **behavior** on measures of attendance, classroom performance; and decrease disciplinary actions.
- Students (K-5) will increase and extend personal enrichment opportunities in **STEM** and **Literacy** development.
- Students and their **families** will increase **involvement** in educational and personal **enrichment** and **remediation** activities.

**Target Schools:**

Central Elementary, Eastbrook Elementary, & Snacks Crossing Elementary Schools

**Targeted Needs:**

High Poverty, Low Achievement, ISTEP+ Failure, School-Wide Title I, School Grades of D, ELL, Exceptional Learners

**Program Components**

- High quality support and enrichment services in core academic areas of reading and math
- Emphasis on Literacy and STEM activities
- Student and family involvement in educational, behavioral, and recreational activities
- Partnerships with education-related and community-based organizations

| Literacy Enrichment & Remediation | STEM Enrichment & Remediation    | Family Literacy                       | Safety & Character Education          | Recreation, Arts, & Cultural             |
|-----------------------------------|----------------------------------|---------------------------------------|---------------------------------------|--|
| Teacher & University Tutors*      | STEM Connection*                 | Literacy Fair*                        | Mentoring                             | SPARK Activities*                        |
| Expanded Library Time             | TechPoint Foundation for Youth   | CLEAR Computer Lab                    | Access to Counselors & Social Workers | Walking Tracks                           |
| Access to eBooks                  | Bricks 4 Kids*                   | Parent Education & Resources          | PBIS*                                 | Arts for Learning Workshops*             |
| Readers' Theater                  | Everyday Math Games & Activities | Math & Science Community Fair*        | Second Step*                          | CIESC                                    |
| ELL Strategies                    | Go Math!*                        | School-Based Title I Parent Nights*   | Peer Modeling Ambassadors             | Pike YMCA                                |
| CIESC                             | Vex IQ Robotics*                 | 21 <sup>st</sup> CCLC Showcase Events | Young Men of Purpose                  | Study Trips                              |
| MyON Reader*                      | Math Pentathlon Games            | IN-QPSA                               | CPR Certified Staff*                  | Youth Philanthropy Initiative of Indiana |
| Indianapolis Public Library*      | Minecraft Club*                  | Advisory Council*                     | USDA-Approved Snacks/Meals*           | Multi-Cultural Fair                      |
| LitART LITE Literacy Curriculum*  | Microsoft Activities             |                                       | Intramural Sports & Fitness Clubs     | Intramural Sports & Fitness Clubs        |
| Storyworks                        | Step into STEM*                  |                                       |                                       |  |
| MobyMax*                          | Codelicious*                     |                                       | Snapology                             |  |

**\*Activities Aligned with Indiana Afterschool & Specialty Standards for High Quality Programs**

**Partners:**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Central Indiana Education Services Center (CIESC)</li> <li>• Butler University</li> <li>• IUPUI</li> <li>• STEM Connection</li> <li>• Snapology</li> </ul> | <ul style="list-style-type: none"> <li>• Arts for Learning</li> <li>• myON Reader</li> <li>• Go Math!</li> <li>• Codelicious</li> <li>• TechPoint Foundation for Youth</li> <li>• Young Men of Purpose</li> <li>• Limelight Analytics</li> </ul> | <ul style="list-style-type: none"> <li>• Indianapolis Public Library</li> <li>• Youth Philanthropy Initiative of Indiana (YPHI)</li> <li>• Chartwells Food Services</li> <li>• Pike Board of Education</li> <li>• Pike Classroom Teachers Association (PCTA)</li> <li>• MSD of Pike Township Target Schools: CES, EES, &amp; SCES</li> </ul> |
|---|--|--|



**IMPLEMENTATION TABLE**

| Program Goal   | Program Objectives  | Program Activities   | Performance Measures/<br>Annual Targets   | Assessment Strategies                             |
|--|---|--|---|---|
| 1) Students will meet or exceed state and local academic achievement standards in reading and mathematics. | <p>1.1 Increased number of students will pass ILEARN ELA and Math</p> <p>1.2 Increased number of students will meet or exceed NWEA projected growth targets on ELA and Math as measured against baseline</p> <p>1.3 Increased number of students will score at or above the mean RIT score on NWEA reading and math</p> | <p>1) Each program site will host summer and before/after-school programs each school year:</p> <p>a) Tutoring in reading and math (CIESC)</p> <p>b) Remediation and test prep – ELA/Math Teacher Tutors</p> <p>c) Homework assistance</p> <p>d) Summer Enhancement – <i>Step into STEM</i></p> <p>e) STEM activities – STEM Connection, Codolicious, Vex IQ Robotics, Math Pentathlon, Minecraft, Go Math!</p> <p>f) Literacy development- eBooks, myON Reader, expanded library time, LitART LITE</p> <p>g) Family involvement – Literacy/Math Nights, Literacy &amp; STEM Community Event, CLEAR computer lab, Arts For Learning</p> <p>Performances, myON Reader access, 21<sup>st</sup> CCLC Showcase event</p> | <p>1.1 60% of regular participants (3-5) will pass ILEARN ELA and math by spring 2020; 65% 2021; 70% 2022; 80% 2023 (renewability yr. 1).</p> <p>1.2 60% of regular participants (K-5) will meet or exceed NWEA projected growth targets on Reading and Math by spring 2020; 65% 2021; 70% 2022; 80% 2023(renewability yr. 1).</p> <p>1.3 60% of regular participants (K-5) will score at or above the mean NWEA RIT score on Reading and Math by spring 2020; 65% 2021; 70% 2022; 80% 2023 (renewability yr. 1).</p> | <p>1.1 ILEARN</p> <p>1.2 NWEA</p> <p>1.3 NWEA</p> |

**Research:**

**AfterSchool Alliance (Nov. 2017). What does the research say about afterschool?** [http://afterschoollalliance.org/documents/What\\_Does\\_the\\_Research\\_Say\\_About\\_Afterschool.pdf](http://afterschoollalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf)

- Positive impacts of afterschool programs include improved student engagement, boost in school day attendance, closes achievement gap, improves academic performance specifically foundational skills, and makes gains in math.
- National Council of Supervisors of Mathematics (2013). Improving student achievement in mathematics by using manipulatives with classroom instruction.** Denver, CO: Author. [http://www.borenson.com/Portals/25/ncsm\\_positionpaper%20Manipulatives.pdf](http://www.borenson.com/Portals/25/ncsm_positionpaper%20Manipulatives.pdf)
- When students are exposed to hands-on learning on a weekly, rather than monthly basis, they prove to be 72% of a grade level ahead in mathematics.
- When students do not learn, they do not need “more;” rather, they need “different”.
- After School Alliance (2013). Afterschool Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families** [http://www.afterschoollalliance.org/Afterschool\\_Outcomes\\_2013.pdf](http://www.afterschoollalliance.org/Afterschool_Outcomes_2013.pdf)
- Of students who needed to improve academically and regularly attended a 21<sup>st</sup> CCLC program, 69% made improvements over the course of a school year.
- Marchand-Martella, N.E., Martella, R.C., Modderman, S. L., Petersen, H. & Pan, S. (2013).** Key areas of effective adolescent literacy programs. *Education and Treatment of Children.* 36(1). 161-184. Spokane, WA: Eastern Washington University.
- Educators must continue to provide reading instruction beyond third grade. In sum, academic literacy goes beyond being able to read—a successful reader should be able to navigate advanced narrative and content-area text with ease and understanding.
- Reading instruction for older students has now shifted from the foundational focus of *learning to read* in grades K-3 to *reading to learn* for students in grades 4 and above.
- Hall, G., Poston, K. F., & Dennehy, J. (2017).** Summer learning programs: Investigating strengths and challenges. In *After-School Programs to Promote Positive Youth Development* (pp. 1-20). Springer, Cham.
- Summer learning programs can be effective and are likely to have positive impacts when they engage students in learning activities that are hands-on, enjoyable, and have real-world applications.



**IMPLEMENTATION TABLE CONT.**

| Program Goals   | Program Objectives  | Program Activities   | Performance Measures/<br>Annual Targets  | Assessment<br>Strategies   |
|---|---|--|--|--|
| 2) Students will increase <b>STEM &amp; Literacy</b> development through expanded program <b>enrichment opportunities</b> . | 2.1 Increased number of students will exhibit an interest in <b>STEM</b> -related clubs, activities, and courses. | 2) Each school year program sites will host <b>summer and before/after-school program</b> activities that include STEM and Literacy development:<br>a) STEM activities- STEM Connection, CodeClicious, Vex IQ Robotics, Math Pentathlon, Minecraft, Go Math!, CLEAR Computer Lab, Everyday Math Games, outdoor lab & gardens, Science Fair, Camp Invention, Summer School (STEM), Literacy & STEM Community Fair,<br>b) Literacy Development- LitART LITE Informational Text Curriculum, myON eBooks, expanded library time, readers' theater, bookmaking, Literacy & STEM Fair, Storyworks, Public Library programs, Financial Literacy<br>c) Integration of technology to support reading and math (myON, Think Central, CodeClicious, etc.) | 2.1 70% of regular participants will demonstrate an interest in <b>STEM</b> -related clubs, activities, and courses.<br><br>2.2 100% of regular participants will attend at least one event related to <b>STEM</b> | 2.1<br>A. Student Surveys<br>B. Enrollment in Summer Enrichment Camps, afterschool clubs, and Middle School Course selection<br><br>2.2 Attendance Records |
|   | 2.2 Increased number of students will attend <b>STEM and Literacy</b> school-sponsored events                     |  |  |  |
|   | 2.3 Increased number of students will exhibit an interest in <b>Literacy</b> - related activities.                |  | 2.3 70% of regular participants will demonstrate an interest in <b>Literacy</b> -related activities.   | 2.3<br>A. Reading Logs<br>B. myON usage reports<br>C. Student Surveys  |

**Research:**

**Afterschool Alliance (July 2014). Examining the impact of afterschool STEM programs.** <http://eric.ed.gov/?id=ED546628>

- Students in these programs express curiosity and interest in STEM subjects; gain essential STEM-relevant life and career skills; improves the ability to productively engage in STEM processes of investigation; and display an increased awareness of career options. They begin to see how STEM intimately connects to their everyday lives.
- Participants in many of these programs come to understand the value of STEM in contributing to society and solving global and local problems. Strong afterschool STEM programs are successful in engaging and retaining large numbers of students from diverse populations in STEM related courses and programs.

**National Institute on Out-of-School Time (2017). I Could See Myself as a Scientist: The Potential of Out of School Time...** <https://niost.org/Afterschool-Matters-Spring-2016/i-could-see-myself-as-a-scientist-the-potential-of-out-of-school-time-programs-to-influence-girls-identities-in-science>

- Participating in authentic science activities can prompt youth to re-envision themselves in science, thereby positively influencing their identities.
- The Center for Youth and Communities (March 2016). FIRST Longitudinal Study: Findings at Follow-Up.** [http://www.firstinspires.org/sites/default/files/uploads/resource\\_library/impact/first-longitudinal-study-summary-of-preliminary-findings-year-3.pdf](http://www.firstinspires.org/sites/default/files/uploads/resource_library/impact/first-longitudinal-study-summary-of-preliminary-findings-year-3.pdf)

FIRST has a positive impact on participants on all STEM-related measures, including involvement in STEM-related activities, STEM identity, STEM knowledge, and interest in STEM careers. FIRST participants are 1.6 to 2.7 times more likely to show gains on STEM-related measures than students in the comparison group.

**The Global Family Research Project (Sept. 2017). Public Libraries: A Vital Space for Family Engagement.** [https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project?ee\\_articles=show](https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project?ee_articles=show)

- Of all the ways in which families matter for children's learning, perhaps most important is how they support children's language, literacy, and reading abilities.
- Because of a lack of resources and the stresses related to poverty, parents from low-income households are less likely than those from upper-income homes to provide young children with access to books, other literacy materials, and the language-rich conversations that help children prepare for school.
- There is no better time than the present for libraries to pull together with schools, community organizations, and service providers to establish a system of family engagement



**IMPLEMENTATION TABLE CONT.**

| Program Goal  | Program Objectives  | Program Activities   | Performance Measures/Annual Targets   | Assessment Strategies  |
|---|---|--|---|--|
| 3) Students will improve <b>behavior</b> on measures of attendance, classroom performance; and decrease disciplinary actions. | <p>3.1 Increased number of students will meet program <b>attendance</b> requirements</p> <p>3.2 Increased number of students will maintain <b>passing grades</b> in ELA and Math</p> <p>3.3 Increased number of students will exhibit <b>positive behavior</b> in the classroom</p> | <p>3) Each program site will host <b>summer and before/after-school</b> programs each school year that includes:</p> <p>a) Tutoring in reading and math (CIESC)</p> <p>b) Remediation and test prep – ELA/Math Teacher Tutors</p> <p>c) Homework assistance</p> <p>d) Prosocial skill development – Second Step, mentoring, PBIS, sport/fitness clubs</p> <p>e) STEM activities – STEM Connection, Codelicious, Vex IQ Robotics, Math Pentathlon, Minecraft, Go Math!</p> <p>f) Literacy development- LitART LITE Informational Text Curriculum, myON eBooks, expanded library time, readers' theater, bookmaking, Storyworks, Public Library programs, Financial Literacy</p> <p>g) Family involvement – Literacy/Math Nights, Literacy &amp; STEM Community Event, CLEAR computer lab, Arts For Learning Performances, myON Reader access, 21<sup>st</sup> CCLC Showcase event</p> | <p>3.1 60 or more students per site will attend the after school program at least 60 days during the 2019-20 school year; 65, 2020-21; 70, 2021-22; 75, 2022-23 (renewability yr. 1).</p> <p>3.2 70% of regular participants will earn a "C" or better in English and Math by spring 2020; 75% 2021; 80% 2022; 85% 2023 (renewability yr. 1).</p> <p>3.3 70% of regular participants will have a positive behavioral rating on annual teacher survey in spring 2020; 75% 2021; 80% 2022; 85% 2023 (renewability yr. 1).</p> | <p>3.1 EZ Report Attendance Records</p> <p>3.2 Report Cards</p> <p>3.3 Teacher Surveys</p> |

**Research:**

**Afterschool Alliance (Nov. 2017). *What does the research say about afterschool?***

[http://afterschoolalliance.org/documents/What\\_Does\\_the\\_Research\\_Say\\_About\\_Afterschool.pdf](http://afterschoolalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf)

- Decreased disciplinary incidents: a statistically significant relationship between students regularly attending the program and fewer school-day disciplinary incidents.
- Improved decision-making skills: students participating in the program reported significantly higher self-regulation and significantly fewer problem behaviors than their peers who did not participate in the program.
- Decreased risky behaviors: students who participated in an afterschool program exhibited significant improvement in their feelings and attitudes and indicators of behavioral adjustment. Students in programs also saw reductions in drug use and problem behavior, such as aggression, noncompliance, and conduct problems.

**Scott, K. E. & Graham, J. A. (2015). *Service-learning: Implications for empathy and community engagement in elementary school children. Journal of Experiential Education*. Ewing, NJ: The College of New Jersey.**

- In summary, this study showed that service-learning has an overall positive effect on empathy and community engagement in elementary school students.
- Understanding this connection has implications for future citizenship, community engagement, altruism, and empathy.
- Considering decreasing trends of empathy and community engagement in adolescents and young adults in the past 10 or more years, working to instill these characteristics in childhood is becoming more crucial.

**Afterschool Alliance (March 2015). *A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life***

- Afterschool programs help in keeping children safe and healthy; and have a positive impact on children's self-concept and decision making
- Helping working families and encouraging parental participation



IMPLEMENTATION TABLE CONT.

| Program Goal  | Program Objectives  | Program Activities  | Performance Measures/Annual Targets   | Assessment Strategies            |
|---|---|---|---|----------------------------------|
| 4) Students and families will increase involvement in educational & personal enrichment/remediation activities.   | <p>4.1 Increased number of family opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school</p> <p>4.2 Increased number of students and families will attend targeted school-sponsored events</p> | <p>4) Each school year program sites will participate in and host <b>summer and before/after-school</b> program activities that include:</p> <p>a) Literacy/STEM Fair</p> <p>b) After-school Clubs (i.e. fitness, sports, robotics, Minecraft, etc.)</p> <p>c) Vex IQ Robotics Teams</p> <p>d) 21<sup>st</sup> CCLC Showcase event</p> <p>e) Multi-cultural Fair</p> <p>f) Arts for Learning events</p> <p>g) Million Mile Walk</p> <p>h) School Garden Projects</p> <p>i) Science Fair</p> <p>j) <i>Step into STEM</i> Summer School</p> | <p>4.1 70% of regular participant families will have positive feedback related to the developmental and educational support of their child</p> <p>4.2 70% of regular participant's family will attend at least one event related to Literacy and STEM development annually</p> <p>4.2 Program Records</p> | <p>4.1 Annual Parent Surveys</p> |
| <p><b>Research:</b></p> <p><b>Watkins, S. Craig. (2015). Q &amp; A with S. Craig Watkins: Family Engagement in Connected Learning. Family Involvement Network of Educators (FINE) Newsletter, 7(2).</b> <a href="http://www.hfrp.org/out-of-school-time/publications-resources/q-a-with-s.-craig-watkins-family-engagement-in-connected-learning">http://www.hfrp.org/out-of-school-time/publications-resources/q-a-with-s.-craig-watkins-family-engagement-in-connected-learning</a></p> <ul style="list-style-type: none"> <li>Families are a powerful resource in the learning lives of students. When parents spend time talking to their children about school and afterschool, it both connects them to what is happening in these spaces and signals to children that their learning is important and interesting.</li> <li>Parents in immigrant communities and lower-wage employment were just as invested in their children's educational development as their more-affluent counterparts.</li> <li>Working-class parents work hard to provide their children with access to technologies that they believe are critical to their children's social and educational development.</li> </ul> <p><b>Chklovski, T. (March 2015). Engaging Families in Science, Technology, Engineering, and Math (STEM) Project-Based Learning. FINE Newsletter, Volume VII, Issue I.</b> <a href="http://www.hfrp.org/evaluation/publications-resources/engaging-families-in-science-technology-engineering-and-math-stem-project-based-learning">http://www.hfrp.org/evaluation/publications-resources/engaging-families-in-science-technology-engineering-and-math-stem-project-based-learning</a></p> <ul style="list-style-type: none"> <li>Iridescent, a nonprofit STEM education group, found that when students and their families participated in a STEM-related program outside of school, 90% of families discussed science more often, watched more science shows, and read more science books at home, and 65% engaged in more science activities, such as building things, playing with science kits, and going to museums and zoos.</li> </ul> <p><b>McAlister, S. (2013). Why community engagement matters in school turnaround. Voices in Urban Education. 35 – 42.</b> Providence, RI: Annenberg Institute for School Reform.</p> <ul style="list-style-type: none"> <li>Family engagement positively impacted a range of student outcomes, including grades, course rigor, test scores, social skills, and behavior.</li> <li>Skill building for parents, especially when focused on specific skills for supporting their children's academic progress and advocating for their children, enhances their sense of efficacy and in turn reinforces more active roles.</li> </ul> <p><b>The Global Family Research Project (Sept. 2017). Public Libraries: A Vital Space for Family Engagement.</b> <a href="https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project?ee_articles=show">https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project?ee_articles=show</a></p> <ul style="list-style-type: none"> <li>Of all the ways in which families matter for children's learning, perhaps most important is how they support children's language, literacy, and reading abilities.</li> <li>Because of a lack of resources and the stresses related to poverty, parents from low-income households are less likely than those from upper-income homes to provide young children with access to books, other literacy materials, and the language-rich conversations that help children prepare for school.</li> <li>There is no better time than the present for libraries to pull together with schools, community organizations, and service providers to establish a system of family engagement</li> </ul> |   |   |   |                                  |



**B. Evidence of Previous Success:** See Evidence of Previous Success in Appendix B.

**C. Design Requirements**

***Students with Disabilities:*** See Equal Access and Participation (GEPA) in Appendix C.

1. ***Targeted Students and Their Families:*** a) **Pike Township operates as a K-8 School wide Title I program with an overall poverty rate of 71%.** Therefore, all three elementary schools targeted for this grant program are eligible to be served and are listed on Form 2, Attachment B.  
b) The criteria and processes used to recruit targeted students and their families are aligned to the purpose and priorities of this grant. The 21<sup>st</sup> CCLC Summer *Step into STEM* Camps and 21<sup>st</sup> CCLC before/after-school program will serve targeted students with high-needs in one or more of the following categories: at-risk of school failure (low achievement), ISTEP+ failure, lack of projected growth on NWEA, English language learner (ELL), free/reduced meals, and exceptional learners. Outreach will begin with the principals, teachers, translators, and other school staff, who have already established relationships with targeted students/families. They will explain the program goals and advantages to families during community meetings, conferences, and by phone. *Step into STEM* Summer Camps will serve as a springboard to yearlong 21<sup>st</sup> CCLC programming. Advertisement in school and district newsletters, brochures, websites, mailings, auto-dialer messages, and social media will solicit interest in 21<sup>st</sup> CCLC programs. All communications will be delivered in English and Spanish and program staff will host/attend community awareness meetings, make phone calls, and provide personal counsel as needed to support potential participants. Partners will be involved in communication with targeted families during school /community sponsored events, activities, and media outlets.
2. ***Dissemination of Information:*** The 21<sup>st</sup> CCLC program will promote student participation on websites, social media, brochures, letters, and flyers sent out in English and Spanish. 21<sup>st</sup> CCLC



program representatives will recruit program participation during registration events, Back-to-School Night, Parent/Teacher/Student Conferences as well as promote the 21<sup>st</sup> CCLC programs at family involvement events such as Literacy/Math Nights and Family Fitness events, and other school and district events. Pike's 21<sup>st</sup> CCLC marketing plan will include the components of a quality-marketing plan (vision, goals/purpose, successes/outcomes, target audience, benefits, promotions and marketing materials, and service partners) to reach targeted students and families, meet program goals, and engage the entire school community. Pike will also work with local service organizations such as the Fay Biccard Glick Neighborhood Center (FBGNC) that service this school community for support in recruitment, retention, and evaluation of services.

3. ***Communication with Schools:*** Students (and families) who are residents of Pike Township (meeting criteria) are eligible for participation in the 21<sup>st</sup> CCLC program. (a) Each of the three non-public schools (Riviera Daycare & Preschool, Maria Montessori International Academy, and The Children's House) serving elementary school students was contacted during the initial planning process of this grant proposal. After contacting each school administrator, two of the non-public schools elected not to participate (See Form 8 Equitable Participation – Attachment H). The third non-public school did not respond after several attempts to contact them (See documentation of certified mailing, email, and phone call attempts). The two non-public schools that did respond indicated they were able to provide adequate support services for eligible students within their own organization. (b) Pike serves as the LEA, maintaining access and use of student academic records and achievement data to monitor program objectives and outcomes. As such, data will be collected with the oversight of the Program Director, Coordinator of Data Analysis and Research, and External Evaluator, collaborating with program staff/partners. Site Coordinators will provide the student/program data to the Coordinator of Data Analysis and

Research, who has significant experience with *EZ Reports*. (c) The district ensures confidentiality of student records in accordance to Board policy that adheres to state and federal law. Student progress and information requires two-way communication between project joint applicant, CIESC, site coordinators, school staff, students, and families. On-going communication systems will ensure effective and timely processes (i.e. monthly staff meetings, family meetings/events, student/parent conferences as needed, phone calls/email messages, newsletters, school/district websites, social media etc.). (d) To enhance communication between after-school program and school day staff, a Pike teacher liaison will serve at each site (Job Description in Appendix F) and all teacher tutors will be sought first from Pike staff directory. The certified tutoring staff will have access to curriculum maps and assessment resources, along with state and local assessment data to support the tutoring curriculum (LitART LITE) that will focus on informational text comprehension (read-to-learn) and response to reading (writing) that will lead to student success within the classroom as well as local and state assessments. An alignment of in-school and out-of-school time will be evident as teacher liaisons work collaboratively with school day and 21<sup>st</sup> CCLC staff to ensure student success. CIESC will recruit qualified staff for all staffing positions, looking first within Pike.

4. ***Parental involvement, family literacy, and related family educational attainment:*** The ***Logic Model***, and ***Implementation Table*** outline the family programs and activities related to the project goal for increased **student and family involvement in educational and personal enrichment and remediation activities**. Family engagement was identified as an essential component of the needs assessment and as such, the 21<sup>st</sup> CCLC program design is focused on involving families in STEM, literacy, cultural arts, and health & wellness activities. Social media, digital curriculum, and resources (e.g. Codelicious, myON Reader, Go Math!, and



MobyMax) with at-home access provide a way for families to participate in activities in literacy and STEM. Family activities and resources bring families together to promote educational access and attainment. The 21<sup>st</sup> CCLC program removes obstacles for working and single parent families through digital access, homework help, tutoring, school bus transportation, cultural arts, and health & wellness activities. Pike and CIESC staff will also build on established and successful school events by linking 21<sup>st</sup> CCLC activities to school-sponsored events/activities (Fitness, Literacy/STEM) to enhance communication and family involvement.

5. **USDA approved snacks:** Chartwells School Dining Service, the contractor for Pike Township, received approval from the USDA to provide daily meals for the school district (11,253 students) and 21<sup>st</sup> CCLC school-age participants. Pike qualifies for reimbursement for meals through the Child and Adult Care Food Program (CACPF). Chartwells staff prepares and distributes nutritious meals to the after-school program sites by 3:00 pm daily and during the summer program students receive both breakfast and lunch. Chartwells accommodates special food allergies and/or religious exceptions for 21<sup>st</sup> CCLC students in the same manner as it does during the school day. Parents must notify the staff and Food Service Department of the special dietary request, which explains the food substitution that is requested. Allergy information for school menus is available to be reviewed online at <http://pike.nutrislice.com/> or downloaded to the free Nutrislice app to any smartphone device.

6. **Weekly Schedule:** Over the years of implementation from previous 21<sup>st</sup> CCLC before/after-school programs, a weekly schedule of activities has been developed and adjusted to meet the goals and objectives of each grant cycle. The weekly schedule for each site is as follows:

| WEEKLY SCHEDULE   |   |   |
|---|---|---|
| CES   | EES   | SCES  |
| <b>Monday-Thursday</b><br>7:30-8:00 – Teacher Tutors<br>Available | <b>Monday-Thursday</b><br>7:30-8:00 – Teacher Tutors<br>Available | <b>Monday-Thursday</b><br>7:30-8:00 – Teacher Tutors<br>Available |



|   |   |   |
|---|---|---|
| <b>Monday and Wednesday</b><br>3:00- 3:30 – Supper/Attendance<br>3:30-4:30 – Tutoring in ELA<br>4:30-5:15 - Homework Help/Health & Wellness/Literacy Development /Social-Emotional Development<br>5:15-5:30 – Prepare for Dismissal<br>5:30 – Dismissal<br><b>Tuesday and Thursday</b><br>3:00- 3:30 – Supper/Attendance<br>3:30-4:30 – STEM Enrichment<br>4:30-5:15 - Homework Help/Health & Wellness/Cultural Arts/Mentoring<br>5:15-5:30 – Prepare for Dismissal<br>5:30 – Dismissal | <b>Monday and Wednesday</b><br>3:00- 3:30 – Supper/Attendance<br>3:30-4:30 – Tutoring in ELA<br>4:30-5:15 - Homework Help/Health & Wellness/Literacy Development /Social-Emotional Development<br>5:15-5:30 – Prepare for Dismissal<br>5:30 – Dismissal<br><b>Tuesday and Thursday</b><br>3:00- 3:30 – Supper/Attendance<br>3:30-4:30 – STEM Enrichment<br>4:30-5:15 - Homework Help/Health & Wellness/Cultural Arts/Mentoring<br>5:15-5:30 – Prepare for Dismissal<br>5:30 – Dismissal | <b>Monday and Wednesday</b><br>3:00- 3:30 – Supper/Attendance<br>3:30-4:30 – Tutoring in ELA<br>4:30-5:15 - Homework Help/Health & Wellness/Literacy Development /Social-Emotional Development<br>5:15-5:30 – Prepare for Dismissal<br>5:30 – Dismissal<br><b>Tuesday and Thursday</b><br>3:00- 3:30 – Supper/Attendance<br>3:30-4:30 – STEM Enrichment<br>4:30-5:15 - Homework Help/Health & Wellness/Cultural Arts/Mentoring<br>5:15-5:30 – Prepare for Dismissal<br>5:30 – Dismissal |
| Evenings: 4:00 – 8:00, CLEAR Computer Lab; Literacy & STEM events, Access to Mental Health Services   |   |   |

The 21<sup>st</sup> CCLC *Step into STEM* summer program schedule will provide students with engaging learning activities that incorporate project-based learning and bridge learning with real world experiences, while at the same time entice and retain students during the school year.

| SUMMER SCHEDULE   |   |   |
|---|---|---|
| Week 1  | Week 2  | Week 3  |
| 8:30-8:45 - Breakfast/Attendance<br>8:45-11:00 – Step into STEM Morning Session<br>11:00-11:30 - Brain Break<br>11:30-12:00 - Lunch<br>12:00 – 2:15 - Step into STEM Afternoon Session<br>2:15-2:30 - Prepare for Dismissal | 8:30-8:45 - Breakfast/Attendance<br>8:45-11:00 – Step into STEM Morning Session<br>11:00-11:30 - Brain Break<br>11:30-12:00 - Lunch<br>12:00 – 2:15 - Step into STEM Afternoon Session<br>2:15-2:30 - Prepare for Dismissal | 8:30-8:45 - Breakfast/Attendance<br>8:45-11:00 – Step into STEM Morning Session<br>11:00-11:30 - Brain Break<br>11:30-12:00 - Lunch<br>12:00 – 2:15 - Step into STEM Afternoon Session<br>2:15-2:30 - Prepare for Dismissal |
| Session Topics: STEM Challenge Club, Bricks4Kids, Vex IQ, That's Engineering; Real World Problem Solving  |   |   |

The following chart summarizes the hours/time of programming for each school site:

| Hours and Weeks of 21 <sup>st</sup> CCLC Program Operation for Students and Families |                                |                               |  |
|--|--------------------------------|-------------------------------|--|
| School Year – Hours per day  |                                |                               |  |
|  | Before school                  | After school                  | STEM Summer Camp/Evening   |
| Hours with Students  | 30 min./day<br>(7:30a – 8:00a) | 2½ hrs/day<br>(3:00p – 5:30p) | 6 hrs/day<br>(8:30-2:30p)  |
| Hours with Family  |                                | 1 hr/month =<br>¼ hr/week     | <u>CLEAR Computer Lab</u> : 2 hrs/day;<br>Mon-Th (4:00 – 8:00pm) |
| # of days/week   | 4                              | 4                             | <i>Step into STEM</i> Summer Camp: 5<br>CLEAR Lab: 4             |
| Number of weeks  | 30                             | 30                            | <i>Step into STEM</i> Summer Camp: 3<br>CLEAR Lab: 30            |
| Program Hours  | 2hr/week                       | 10 ¼ hrs/week                 | 330 hrs/school yr  |
| Total Program Hours  |                                |                               | 697.50 hrs/school yr   |



**7. 21<sup>st</sup> CCLC Learning Center:** Pike’s 21<sup>st</sup> CCLC summer and after school programs will include 21<sup>st</sup> CCLC logos on all program materials for students and staff. The marketing plan will ensure that the school district employees, partners, and site staff include the 21<sup>st</sup> CCLC terminology and logo in all announcements and publications (brochures, flyers, letters, newsletters, school/district websites, social media etc.).

## **VI. PROFESSIONAL DEVELOPMENT**

Pike has optimized its vast resources to provide high-quality, in-house professional development (PD) to Pike teachers, instructional assistants, and 21<sup>st</sup> CCLC staff during non-school hours and summer months. Pike’s PD activities correlate to the RISE Teacher Effectiveness Rubric best instructional practices, IAS, and is guided by each school’s school improvement plan, as well as the district’s Strategic Plan. In addition, professional development activities specific to 21<sup>st</sup> CCLC staff are guided by the Indiana Afterschool Standards, Specialty Standards and results from program evaluations including the Indiana Quality Program Self-Assessment (IN-QPSA), student achievement data, and ongoing assessment of staff needs. Ongoing planning and adjustments occur as needed to meet program goals and objectives. CIESC staff provide training and oversight of teacher tutors, and other curriculum-related training. All 21<sup>st</sup> CCLC staff will be selected through collaboration between Pike and CIESC. Thus, the Pike 21<sup>st</sup> CCLC program will have staff with previous teaching and program experience in Pike. With that in mind, program staff also participate in district PD and have knowledge of programs, curriculum, and “effective practices”. The Program Director will conduct a focus group during the pre-program orientation to ensure PD program design elements address staff needs/interests. The 21<sup>st</sup> CCLC staff participate in IDOE trainings and select conferences as well. The following table details PD activities for Year 1 and the Timeline of Activities are outlined in Form 6 – Attachment F.



| Professional Development Activities – Year 1   |  |  |   |
|--|--|--|---|
| Professional Development Activity  | Provider of Activity   | Relevant Program Goal/Objective  | Expected Staff Outcomes   |
| <b>Workshops and Conferences (off-site)</b> <ul style="list-style-type: none"> <li>▪ IDOE Trainings and Webinars</li> <li>▪ IYI Kids Count Conference</li> <li>▪ Indiana Summit on Out-of-School Time</li> <li>▪ STEM Challenge Club facilitation training</li> <li>▪ STEM staff development (focus on engineering and math)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ IDOE</li> <li>▪ IYI</li> <li>▪ IAN &amp; IDOE</li> <li>▪ The STEM Connection</li> <li>▪ Butler University School of Education Faculty</li> <li>▪ District STEM Support Specialist</li> <li>▪ District Academic Support Specialist</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Students (K-5) will meet or exceed state and local <b>academic achievement</b> standards in reading and mathematics.</li> <li>▪ Students (K-5) will improve <b>behavior</b> on measures of attendance, classroom performance; and decrease disciplinary actions.</li> <li>▪ Students (K-5) will increase and extend personal enrichment opportunities in <b>STEM</b> and <b>Literacy</b> development</li> <li>▪ Students and their <b>families</b> will increase <b>involvement</b> in educational, developmental, and recreational <b>enrichment</b> and <b>remediation</b> activities.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ongoing program development and improvement</li> <li>▪ Increased knowledge of program resources</li> <li>▪ Increased knowledge of strategies to engage students in out-of-school time activities and programs</li> <li>▪ Increased knowledge and application of quality STEM learning in out-of-school time environments</li> </ul>  |
| <b>District Workshops and In-Service (on-site)</b> <ul style="list-style-type: none"> <li>▪ LitART Lite Informational Text Training</li> <li>▪ Math Focus: Computation and Problem Solving</li> <li>▪ Engagement and Active Learning Strategies</li> <li>▪ Meeting the needs of Linguistically (ELLs) and Culturally Diverse Learners</li> <li>▪ Behavior Management – PBIS, Active Supervision</li> <li>▪ Hands-on STEM activities in after-school programs</li> <li>▪ Planning and implementing quality out-of-school programs</li> <li>▪ Codelicious curriculum training</li> </ul> | <ul style="list-style-type: none"> <li>▪ District Elementary Literacy Specialist</li> <li>▪ District Elementary Math Specialist</li> <li>▪ District Academic Support Specialist</li> <li>▪ IUPUI College of Education Staff</li> <li>▪ Pike Behavior Support Team &amp; Special Education Staff</li> <li>▪ District STEM Support Specialist</li> <li>▪ CIESC External Programs Manager</li> <li>▪ Codelicious staff</li> </ul> | <ul style="list-style-type: none"> <li>▪ Students (K-5) will meet or exceed state and local <b>academic achievement</b> standards in reading and mathematics.</li> <li>▪ Students (K-5) will improve <b>behavior</b> on measures of attendance, classroom performance; and decrease disciplinary actions.</li> <li>▪ Students (K-5) will increase and extend personal enrichment opportunities in <b>STEM</b> and <b>Literacy</b> development</li> <li>▪ Students and their <b>families</b> will increase <b>involvement</b> in educational, developmental, and recreational <b>enrichment</b> and <b>remediation</b> activities.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Demonstrates knowledge of improved instructional strategies</li> <li>▪ Increased knowledge of core curriculum priorities</li> <li>▪ Increased knowledge of managing acting out behavior and positive behavior supports</li> <li>▪ Increased knowledge of research-based ELL instructional strategies</li> <li>▪ Increased awareness and knowledge of culturally diverse students and families</li> <li>▪ Increased use of hands-on STEM activities and engaging literacy lessons.</li> <li>▪ Increased knowledge of quality out-of-school programs and how to implement them effectively</li> <li>▪ Effective computer coding curriculum implementation</li> </ul> |
| <b>Embedded Training Within Staff Meetings</b> <ul style="list-style-type: none"> <li>▪ Parent Involvement/ Family Literacy</li> <li>▪ Active Supervision/ Proper &amp; Effective Discipline Strategies</li> <li>▪ Indiana Afterschool Standards &amp; Specialty Standards</li> <li>▪ Tutoring/Homework Support</li> <li>▪ Cultural Competency</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Program Director</li> <li>▪ Title I Staff</li> <li>▪ Site Coordinators</li> <li>▪ Pike Professional Development Staff</li> <li>▪ Special Education Staff</li> <li>▪ CIESC Staff</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Students (K-5) will meet or exceed state and local <b>academic achievement</b> standards in reading and mathematics.</li> <li>▪ Students (K-5) will improve <b>behavior</b> on measures of attendance, classroom performance; and decrease disciplinary actions.</li> <li>▪ Students and their <b>families</b> will increase <b>involvement</b> in educational, developmental, and recreational <b>enrichment</b> and <b>remediation</b> activities.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Utilizes effective classroom management strategies</li> <li>▪ Conducts transitions that maximize instructional time</li> <li>▪ Establishes positive home-school connection</li> <li>▪ Increased knowledge of expectations and standards for afterschool programming</li> <li>▪ Increased awareness and knowledge of culturally diverse students and families</li> <li>▪ Increased knowledge of effective use of technology resources</li> </ul>  |



|   |  |  |   |
|---|--|--|---|
| <p><b><u>Supplemental Activities</u></b></p> <ul style="list-style-type: none"> <li>▪ Character Development/ Conflict Resolution</li> <li>▪ CPR Training</li> <li>▪ IN-QPSA Training &amp; Webinars</li> <li>▪ Health &amp; Wellness activities</li> <li>▪ Technology Tools – myON Reader, Go! Math, Story Works, Minecraft, Codelicious, Code.org</li> </ul> | <ul style="list-style-type: none"> <li>▪ District Behavior Support Team/Pike Counselors</li> <li>▪ American Heart Association</li> <li>▪ IDOE</li> <li>▪ CIESC Staff</li> <li>▪ Academic Support Specialist</li> <li>▪ Pike Wellness Staff</li> <li>▪ District Technology Integrator</li> <li>▪ District STEM Specialist</li> <li>▪ District Elementary Math Specialist</li> </ul> | <ul style="list-style-type: none"> <li>▪ Students (K-5) will meet or exceed state and local <b>academic achievement</b> standards in reading and mathematics.</li> <li>▪ Students (K-5) will improve <b>behavior</b> on measures of attendance, classroom performance; and decrease disciplinary actions.</li> <li>▪ Students (K-5) will increase and extend personal enrichment opportunities in <b>STEM</b> and <b>Literacy</b> development</li> <li>▪ Students and their <b>families</b> will increase <b>involvement</b> in educational, developmental, and recreational <b>enrichment</b> and <b>remediation activities</b>.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Establish a positive learning environment for all students</li> <li>▪ Provide meaningful services to students from high poverty backgrounds</li> <li>▪ Implement District Lifelines</li> <li>▪ Demonstrate a safe and healthy environment</li> <li>▪ Staff will be able to complete the IN-QPSA process</li> <li>▪ Increased and effective use of technology resources.</li> </ul> |
|---|--|--|---|

## **VII. EVALUATION**

**A. Evaluation Plan:** Evaluation of the 21<sup>st</sup> CCLC programming provided by MSD Pike

Township will ensure that both implementation and outcomes of the program are assessed and reported on for key stakeholders. Implementation of high-quality out-of-school-time programming will be conducted through annual site visits to each of the program sites to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during site visits will provide much of the formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, will be used to determine the quality of programming delivered to students and their families. Outcome assessments will focus on addressing the extent to which the program is meeting its performance measures included in the ***Program Design and Implementation Table*** presented in Section V. Data collection methods are noted in the “Assessment Strategy” column of the table presented in section V, but are also described in more detail below.

**Qualifications of Selected Evaluator.** Limelight Analytics will partner with MSD Pike

Township to provide evaluation services for the Cohort Nine 21<sup>st</sup> CCLC grant. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with MSD Pike Township to ensure the results of the evaluation are used for ongoing program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 18 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King's evaluation work in the afterschool arena has involved the assessment of high quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio; the assessment of academic and behavioral outcomes (in some cases through quasi-experimental designs); and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21<sup>st</sup> CCLC Statewide Initiative and four years as the project director of the Kentucky 21<sup>st</sup> CCLC Statewide Initiative. Additionally, she directed the evaluations of more than 25 after school programs in Indiana administered by both school districts and community-based agencies.

**Evaluation Design.** Although Limelight Analytics will coordinate all aspects of the evaluation, much of the data related to the performance measures will be collected and maintained by program staff in the fall and spring of each year.

**Types of Data Collected** – Daily attendance, demographics, activity participation, math and reading grades and assessment results, and measures of classroom behavior will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff,



observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).

**Data Collection Timeline** – Data collection for the evaluation will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g. grades, assessment scores) will be collected by program staff each semester and entered in EZ Reports or provided to Limelight Analytics in Excel files transmitted securely to a designated data portal. These data will be analyzed and results reported in the summer following each school year. The table below displays the expected data collection timeline for the 2019-2020 summer and school year.

| <b>Due Date</b>       | <b>Data Element</b>   | <b>Method of Reporting</b>                         |
|-----------------------|---|--|
| <b>Summer 2019</b>    | Summer program participation data; summer interest inventory  | Return to Limelight Analytics                      |
| <b>Fall 2019</b>      | Site Visits: Quality observations; Interviews with program staff  | Data collected onsite by Limelight Analytics       |
| <b>January 2020</b>   | Participant Attendance & Student Demographics   | EZ Reports   |
| <b>April 2020</b>     | Participant Attendance & Student Demographics   | EZ Reports   |
| <b>April/May 2020</b> | Administer Teacher Survey   | Enter in EZ Reports and return to Program Director |
|                       | Administer Parent Surveys<br>Administer Student Surveys   | Return to Program Director                         |
| <b>June 2020</b>      | Participant Attendance & Student Demographics   | EZ Reports   |
|                       | Family-Focused Activity Records   | Return to Limelight Analytics                      |
| <b>June 2020</b>      | Academic/school-based data: <i>Grades; School Day Attendance; ISTEP+/NWEA Scores; Local Assessments</i> | EZ Reports   |

**Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as local and statewide assessments (NWEA and ISTEP+) and the statewide Teacher Survey instrument used by all Indiana 21<sup>st</sup> CCLC programs (used to measure behavioral outcomes of participating students). Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on Indiana’s Afterschool

Standards. Several performance measures will also be collected and reported by program staff using “End of Year Reporting” templates developed by Limelight Analytics.

***Utilizing Data for Program Improvement*** - Limelight Analytics will present results of the evaluation to key stakeholders at two points during each project year: (1) following the completion of the site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Program Director and Site Coordinators during a “work group session” in order to identify high-quality program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to school administrators, teachers, and program staff at the end of each project year in a written report and through a group presentation. Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results and assist in the facilitation of work sessions that involve brainstorming strategies for program improvement in areas identified through the evaluation.

***B. Annual Reporting.*** In July of each year of the project, Limelight Analytics will prepare and submit a detailed annual report to the program and to IDOE that describes student attendance trends, progress towards each of the program’s performance measures, and a summary of the program’s strengths and areas for improvement. Data for the latter section of the report will be gathered through site visits and the program’s own self-assessment with the Indiana Quality Program Self-Assessment (IN-QPSA) instrument. At the end of the end of the program’s fourth year, Limelight Analytics will prepare and submit a final report to both the program and to IDOE that includes aggregated data across all four years of the grant.



**C. Required Data from Schools.** MSD Pike Township has central access to academic and behavior data for all participating students. Data required for entry in EZ Reports will be queried by MSD Pike Township in April of each year, and then entered into the system upon receipt. All MSD Pike Township program sites will administer the Teacher Survey currently required by the Indiana Department of Education. These surveys are provided to each school's Site Coordinator with a cover letter, documenting the importance of the survey. A letter is also sent to the school's principal in order to encourage him/her to support the survey effort with school staff.

**D. Early Learning Programs.** Proposed Cohort Nine 21st CCLC programming by MSD Pike Township will not include four-year-olds or children who are not yet in Kindergarten.

**E. Required Performance Measures.** MSD Pike Township has included the required performance measures for each of the three program sites in the **Program Design and Implementation Table** in Section V. As shown in the table, the math and English measures are based on NWEA, the formative assessment instrument used by all schools in the district. These measures are of particular importance, as they assess the extent to which students' exhibit growth (as a group) across the school year. In particular, these measures will demonstrate the extent to which the proportion of students passing these assessments has grown over the course of the school year. These data will be collected from queried reports from the district database and analyzed by Limelight Analytics at the end of each school year. The following table presents the required performance measures for proposed programming for MSD Pike Township's Cohort 9 21st CCLC programming. These measures are also included in the **Program Design and Implementation Table** in Section V.

| <b>Required 21st CCLC Elementary School &amp; Middle School Performance Measures</b>  |
|---|
| READING: 60% of regular participants (K-5) will meet or exceed NWEA projected growth targets on Reading by spring 2020; 65% 2021; 70% 2022; 80% 2023. |
| MATH: 60% of regular participants (K-5) will meet or exceed NWEA projected growth targets on Math by spring 2020; 65% 2021; 70% 2022; 80% 2023.       |

| <b>Required 21st CCLC Summer Performance Measures</b>   |
|---|
| STEM: 70% of regular participants will demonstrate an interest in <b>STEM-related</b> clubs, activities, and courses (this is identified in program goal #2 as a performance measure) |
| EDUCATION/COGNITIVE: 60% of regular participants will maintain or improve their grade-level performance (grade “C” or above) in Math from spring to fall.                             |
| PARENT ENGAGEMENT: 70% of regular participants will participate in at least one program activity with their child in the summer.  |

## **VIII. SUPPORT FOR STRATEGIC PRIORITIES**

The 21<sup>st</sup> CCLC program will address the **Indiana Afterschool Standards** through an annual self-assessment process (IN-QPSA). Each program site will work with staff, students, external evaluator, and parents in this effort to ensure alignment to high quality youth programs and best practices based on national research. The **Indiana Academic Standards** and goals to increase student achievement in ELA and Math are at the crux of all school improvement plans with a shared goal of improving school safety, climate, and student behavior. Specifically, schools are providing research-based strategies and resources to address student engagement, prosocial skills, responsive teaching, direct instruction, problem solving, and process standards for mathematics. School academic performance/goals accentuate the need for after school academic programming connected to daily school curricula. Pike’s ELA & Math curriculum scope & sequence identifies the Indiana Academic Standards to be taught in each unit of study. Student homework, tutor preparation, family literacy/STEM activities and other after school programming should parallel these goals for 21<sup>st</sup> CCLC participants. As such, a teacher liaison at each school site will ensure the link between school day and 21CCLC programming. The 21stCCLC program design directly connects school improvement efforts as described below:

| <b>School Improvement Goals</b> | <b>21<sup>st</sup> CCLC Action Plan: Priority Content Areas and Positive Behavior Supports<br/>Targeted Populations: At-Risk of Academic Failure, “D” Schools, Title I, High Poverty, ELL, Exceptional Learners</b> |
|---------------------------------|---|
| <b>CES/EES/SCES</b>             | Intensive tutoring in reading/math by teachers using research-based curriculum aligned to the IAS   |
| <b>*Reading</b>                 | Homework help, test-taking skills, study skills, and organization   |
|                                 | Integration of technology to support reading and math   |



|   |   |
|---|---|
| <b>*Math</b><br><b>*Climate/</b><br><b>Behavior</b> | Literacy Development – LitART LITE Informational Text Curriculum, myON eBooks, expanded library time, readers’ theater, bookmaking, Storyworks, MobyMax   |
|   | Integration of <b>math and reading</b> within STEM Activities – STEM Connection, Codelicious, Vex IQ Robotics, Bricks 4 Kids, Math Pentathlon, Minecraft, Go Math!, and access to computer labs |
|   | Integration of English language acquisition activities throughout program   |
|   | Positive Behavior Intervention Supports and Prosocial Skill Development (Second Steps)  |

The table above illustrates the multiple evidence-based resources and strategies to be utilized that support the improvement of reading/math achievement and alignment to the college and career ready IAS. Building Principals, as formal partners in the 21<sup>st</sup> CCLC program, will provide further oversight to ensure program content is aligned to and is an extension of the school day curriculum and school improvement goals. The **Implementation Table** describes how the 21<sup>st</sup> CCLC program goals, objectives, and activities are aligned to student academic achievement.

## **IX. SUSTAINABILITY PLAN**

The district will use the sustainability plan described in the National Youth at Risk Program Sustainability Study at Virginia Tech, Mancini & Marek (2009) throughout the grant period. The district will work to sustain the 21<sup>st</sup> CCLC program through; **1) In-kind Contributions:** the district will explore internal funding sources to maintain and expand the 21<sup>st</sup> CCLCs. Pike will analyze the feasibility of funding centers by monitoring general fund balances in each year of the grant. It is the district’s goal to maintain and expand the program. In-kind contributions such as leadership oversight, program management, staff development, curriculum, materials, grant writing, evaluation, data collection and report development, community partnerships, technology support, fiscal management, fundraising, and facilities provide valuable resources for implementation and long term success. Pike’s dedication to institutionalizing successful aspects of the grant is exhibited through various sources of “in kind” contributions over the life of the grant; **2) Maximize Resources:** the district will conduct ongoing analysis of costs and impact, making data driven refinements to improve efficiency and effectiveness; **3) Resource**

**Development:** Pike will identify grant opportunities and develop grant proposals to sustain full programming. Grant sources such as state and federal funds including Titles I, II, III, & IV, Lilly Comprehensive Counseling Grant, Youth Career Connect Grant and Pike Township Education Foundation will be explored. Established university partnerships with Butler University, IUPUI, Marion University will be cultivated for “in kind” resources. Reference Part IV

Partnership/Collaboration to see how the project will leverage these resources. **4) Partner**

**Development:** Pike will continue to seek long term development with existing and future partners. Pike will look to its business partners to promote sustainability by ensuring that these public and private partnerships thrive throughout the grant period. The district will conduct ongoing development of new partners, creating opportunities through partnerships for two-way joint funding, staff sharing, community buy in and leveraging of resources. Reference Part IV Partnership/Collaboration to learn how each partners’ contribution will help meet the program’s needs and goals and; **5) Pursuing national research/best practices:** the district will continue to learn new approaches to sustainability from various partners and resources.

## **X. SAFETY AND TRANSPORTATION**

**A. Safety of Children:** Each of the targeted schools will serve as the program site for 21<sup>st</sup> CCLC. Thus, all safety protocols mandated by the school district will be applicable to 21<sup>st</sup> CCLC after school program. This protocol includes an ID criminal check system (LobbyGuard) prior to entering the school premises and a sign-in and a sign-out procedure upon exit or withdrawal of a student. All program staff will be familiar with the protocols (through orientation training) and expected to abide by all safety policies. For security purposes, the site coordinators will have immediate access to technology and phones. They can contact school police, if necessary, as well as parents of participants. Parents will also be given the site program



coordinator's phone number and email. All 21<sup>st</sup> CCLC staff will supervise drop off/pick up to ensure that each student boards the correct bus or leaves with the designated family member. Further safety measures aligned to program quality and the Indiana Afterschool Standards include staff training in first aid (95% of current staff are CPR certified), Child & Youth Care Credentialing, and emergency procedures and protocols.

**Location and Travel:** Since the after-program sites are located at the schools, school bus transportation is provided upon dismissal from the program. Buses will leave the sites at 5:30 with home arrival by approximately 6:30 PM. Parents are secure in knowing that their children, once they board their school bus in the morning, will be in a safe environment during the school day, and will be safely transported to a familiar bus stop. Pike transportation services assure all students equal access to the 21<sup>st</sup> CCLC program. Providing safe, reliable transportation helps working families overcome a significant obstacle to program participation. The Pike Transportation Center ensures all buses are properly cleaned and serviced, as well as providing training to develop and maintain superior driving skills. All drivers are trained in first-aid and are CPR certified. The drivers receive training in evacuation procedures, hostage situations, bomb threats and searches. The district maintains vehicles that are handicapped accessible and trained drivers to properly handle the entrance and exit of the special needs population. The Pike transportation program meets public school requirements/guidelines set forth by Indiana. In fact, **100%** of Pike buses passed the initial State Police annual inspection in 2018!

**B. Personnel:** Pike program staff members (certified and classified) will meet all certification, safety, and health requirements of the school district. CIESC will oversee hiring, evaluation, and payment for classified 21<sup>st</sup> CCLC staff at these sites. **Staff Qualifications:** The Human Resources Department, the Program Director, and CIESC Program Manager will collaborate to

hire and retain high quality program staff. All prospective staff will be required to submit background checks and produce appropriate and valid identification/documentation/credentials in accordance with the Pike Human Resources policies.

**C. Safe Facility:** Pike maintains quality facilities with the highest level of security systems in place (i.e. 24/7 Pike Police Department, Crisis procedures, Airship camera monitoring systems in all schools, Aiphones that require guests to announce who they are before entrance into the school building). Pike has also been recognized by the Environmental Protection Agency for its Integrated Pest Management Program. All 21<sup>st</sup> CCLC after-school staff will follow the procedures and protocols of the school district for emergency drills, access to buildings, use of equipment, and visitors/volunteers (i.e. LobbyGuard, required background check). Playground equipment meets all required safety standards; however, there is a protocol for reporting any safety hazards through our work order system, School Dude. Safety protocols relative to Indiana Rule 4.6 School-Age Child Care Programs will be reviewed with all staff prior to the start of the program. Pike 21<sup>st</sup> CCLC programs will continue to adhere to the appropriate supervision standards of fifteen students per one adult supervisor. In addition, the Indiana Afterschool Standards will be reviewed, posted, and assessed during the annual IN-QPSA assessment.

## **XI. BUDGET**

See the complete Budget Workbook on pages 23-29 immediately following Budget Summary Form 7 and a list of in-kind contributions in Appendix H. All budgeted items/activities in the Budget Workbook include a **detailed narrative description** that is aligned to the proposed project and are reasonable and permissible items under this Request For Proposal (RFP). Specific items listed include staff, transportation, curriculum, evaluation, professional development, supplies, external oversight of the after-school program, and other contracted services.



## **Appendices**

## **Appendix A: Memorandums of Understanding/ Commitment Letters**



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And**

**Central Indiana Educational Service Center  
3500 DePauw Blvd  
Pyramid Two - Suite 2020  
Indianapolis, IN 46268**

The MSD of Pike Township and Central Indiana Educational Service Center have entered into an agreement as joint applicants to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks each semester, Monday – Thursday, after school. The initial period will begin in August 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding for this project will be approximately \$180,000 per year (225 students at \$800.00 per student).

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

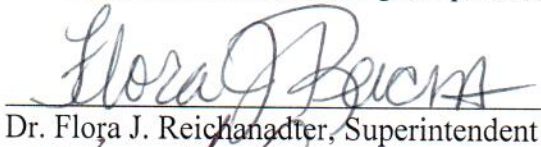
The MSD of Pike Township will provide:

- Space for before and after school programming
- Transportation to support programming
- Access to certified and classified staff to allow personnel recruitment
- Staff to assist with special event programming and events
- Collaboration in the recruitment of students for program participation
- Access to student data to allow tutors to identify needs
- Access to technology necessary to carry out program goals and objectives

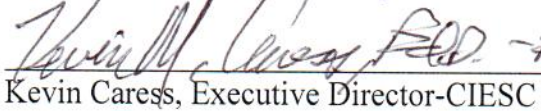
The Partner will provide:

- 21<sup>st</sup> CCLC Program management at three elementary school sites
- Hire, train, schedule, pay, and evaluate program staff who will provide afterschool tutoring and activities for participants
- Staffing that includes 1 site coordinator and one staff for every 15 participants at each elementary school site

- Collaboration with Pike program staff to schedule appropriate student and family programs throughout the year (STEM Connection, Snapology, Literacy Fair, Arts for Learning, Codelicious, YPII, Math Pentathlon)
- CIESC will provide daily equipment, materials, and supplies necessary to carry out program goals and objectives
- Ongoing staff training and adjustments as needed to meet student and program needs
- Trained teachers to provide small group tutoring to students two times a week for a minimum of 15 weeks during the afterschool program period.
- One hour standards-based (Critical Indiana Academic Standards), grade appropriate, tutoring curriculum in reading and math
- Focus on recruitment and retention of students to obtain minimum of 60-day attendance in afterschool program
- Data necessary for evaluation of program to local evaluator and other data as requested
- Collaboration with other grant partners and the program staff

  
 Dr. Flora J. Reichanadter, Superintendent

7-30-18  
 Date

  
 Kevin Caress, Executive Director-CIESC

7-16-18  
 Date



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And  
Butler University  
College of Education  
Indianapolis, IN 46208**

The MSD of Pike Township and Butler University have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that this collaboration will begin in September of 2018 and be ongoing throughout the life of the grant. However, each subsequent grant year will be determined upon mutual agreement of the partners.
- There is no anticipated funding needed for this effort as it will be an extension of the existing partnerships through the Butler Practitioner Program, Comprehensive Counseling Grant, & Cohort 8 21<sup>st</sup> CCLC Grant Program.

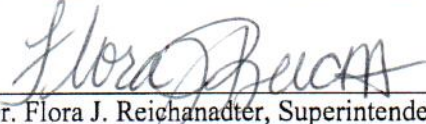
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

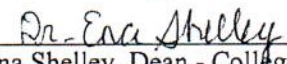
- Provide academic, personal, and family remediation and enrichment activities for at-risk elementary school students
- Serve as fiscal agent
- Provide administrative support for data collections, compilation, analysis, & EZ Reports management
- Provide transportation to support programming
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Continued collaboration with university tutors/mentors as a part of practicum/work experiences
- Consultation with College of Education staff regarding **STEM** learning opportunities, particularly in math and engineering
- Collaboration with other grant partners and program staff
- Support to the advisory council in meeting program goals and objectives

  
\_\_\_\_\_  
Dr. Flora J. Reichanadter, Superintendent

7-30-18  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Ena Shelley, Dean - College of Education

7-19-18  
\_\_\_\_\_  
Date

**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268  
And**

**Indiana University Purdue University  
School of Education  
Indianapolis, IN 46202**

The MSD of Pike Township and Indiana University Purdue University have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that this collaboration will begin in August of 2019 and be ongoing throughout the life of the grant. However, each subsequent grant year will be determined upon mutual agreement of the partners.
- There is no anticipated funding needed for this effort as it will be an extension of the existing partnerships through the Effective Teachers and Effective Teaching Grant with Dr. Annela Teemant and the collaborative

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:


- Provide academic, personal, and family remediation and enrichment activities for at-risk elementary school students
- Serve as fiscal agent
- Provide administrative support for data collections, compilation, analysis, & EZ Reports management
- Provide transportation to support programming
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Continued collaboration with university tutors/mentors as a part of practicum/work experiences
- Consultation with School of Education staff regarding support for our ELL students in the afterschool program
- Collaboration with other grant partners and program staff
- Support to the advisory council in meeting program goals and objectives

  
\_\_\_\_\_  
Dr. Flora J. Reichanadter, Superintendent

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Annela Teemant – Professor, Second Language Education

July 5, 2018

\_\_\_\_\_  
Date



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268  
And  
The STEM Connection**

The MSD of Pike Township and The STEM Connection have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for duration of the grant period. The initial period will begin in June 2019 and then, beginning in September 2019, 1 day per week for 18 weeks. Dates for programs and activities will take place at mutually agreed upon times at 21<sup>st</sup> CCLC sites and The STEM Connection at Moore Road Farm.
- The anticipated funding for this project will be approximately \$11,000.00 per year.

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- Space for before and after school programming
- Transportation to support programming
- Staff to coordinate special event programming and events
- Collaboration in the recruitment of students for program participation
- Access to resources and technology necessary to carry out program goals and objectives
- Staff to facilitate STEM Challenge Clubs at 21<sup>st</sup> CCLC sites
- Collaboration with district staff to communicate needs

The Partner will provide:

- STEM Challenge Club Train-the-Facilitator's Training for up to three 21<sup>st</sup> CCLC Staff
- STEM Challenge Club materials and resources for lessons and activities
- Frequent communication and collaboration with district and 21<sup>st</sup> CCLC staff to assist with STEM Challenge Club implementation
- Evaluation, provide feedback and support to 21<sup>st</sup> CCLC staff on STEM Challenge Club lesson implementation using Dimensions of Success (DoS) protocols

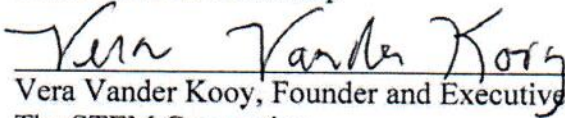
- Conduct STEM Camps for participating 21<sup>st</sup> CCLC students at The STEM Connection at Moore Road Farm
- Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives



Dr. Flora J. Reichanadter, Superintendent  
M.S.D. of Pike Township

7-30-18

Date



Vera Vander Kooy, Founder and Executive Director  
The STEM Connection

7-9-18

Date



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And**

**Snapology Indy West**

The MSD of Pike Township and Snapology Indy West have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks per school for 1 semester, 1 day per week, after school. The initial period will begin in August, 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding for this project will be approximately \$2,250 per year

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

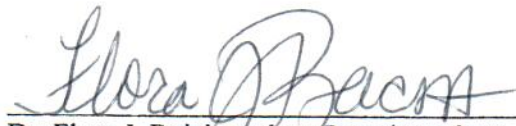
- Space for before and after school programming
- Transportation to support programming
- Access to certified and classified staff to allow personnel recruitment
- Staff to assist with special event programming and events
- Collaboration in the recruitment of students for program participation

The Partner will provide:

- One fall and one spring program for 5<sup>th</sup> grade students at each elementary school site.

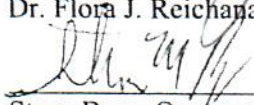
***Anti-Bullying Program:*** Snapology creatively uses hands-on activities and celebrity videos to help children understand the three different perspectives of a bully situation; the bully, the victim and the bystander. Through fun activities, the children begin understanding bullying at a deeper level and are given real actions they can take to curtail a bullying situation. Each student is empowered to commit to something they can do differently the next time they are involved as a bystander, bully or victim.

**Building Leadership:** Snapology creatively uses hands-on activities to help children understand the importance of leadership in their lives. As we discuss leadership, we focus on empowering the students to stand up for what is right. Through fun activities, the children begin understanding the impact they can have on their friends and their community and are given real actions they can take to step up (in bully situation and in everyday life). Each student is empowered to commit to something they can do differently the next time they have a chance to exhibit leadership qualities.

  
Dr. Flora J. Reichanadter, Superintendent

7-30-18

Date

  
Steve Berg, Owner of Snapology Indy West

7/8/2018

Date



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268  
And  
Arts for Learning  
546 E 17<sup>th</sup> Street, Suite 200  
Indianapolis, IN 46202**

The MSD of Pike Township and Arts for Learning have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities
- It is anticipated that the working arrangement will last for 15 weeks each semester, Monday – Thursday, after school. The initial period will begin in August 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding for this project will be approximately \$10,000 per year.

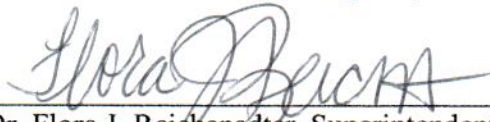
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

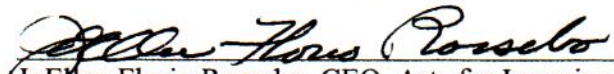
- Space for before and after school programming for 30 weeks
- Transportation to support programming
- Staff to oversee programming
- Collaboration in the recruitment of students for program participation

The Partner will provide:

- Appropriate artists to implement residencies and workshops related to STEM, character development, and cultural arts
- Appropriate teaching artists to engage students with interactive and hands-on experiences
- Collaboration with program staff to schedule lessons, programs, and residencies
- Data necessary for evaluation of program to local evaluator and other data as requested
- Collaboration with other grant partners and the program staff

  
\_\_\_\_\_  
Dr. Flora J. Reichenadter, Superintendent

7-30-18  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
JoEllen Florio Rossebo, CEO, Arts for Learning

7-5-2018  
\_\_\_\_\_  
Date

**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268  
and  
Codelicious**

The MSD of Pike Township and Codelicious have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks per school for 1 semester, 1 day per week, after school. The initial period will begin in September, 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding for this project will be \$9,000.00 per year.

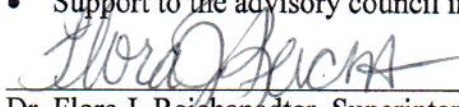
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

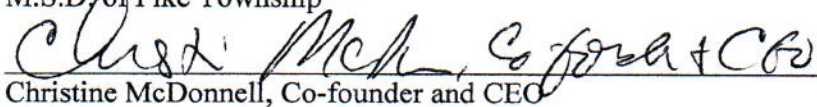
- Space for before and after school programming
- Transportation to support programming
- Designated staff to be trained in Codelicious and to implement the Codelicious curriculum
- Collaboration in the recruitment of students for program participation
- Access to technology necessary to carry out program goals and objectives
- Communication with district staff to communicate needs

The Partner will provide:

- Provide Codelicious Curriculum \*
- Provide training in Codelicious Curriculum to designated staff
- Provide mentors to support implementation of Codelicious Curriculum
- Collaborate with district and 21<sup>st</sup> CCLC staff to support Codelicious implementation and mentor activities
- Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives

  
Dr. Flora J. Rejchman, Superintendent  
M.S.D. of Pike Township

7/30/18  
Date

  
Christine McDonnell, Co-founder and CEO  
Codelicious

7/12/18  
Date

\* Provide licenses to one (1) course of Codelicious Curriculum to each of three elementary schools. Optional hardware purchase not included in this MOU.



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And**

**TechPoint Foundation for Youth**

The MSD of Pike Township and TechPoint Foundation for Youth have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks per school for 1 semester, 1 day per week, after school. The initial period will begin in August 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- There is no anticipated funding needed for this project, as we are seeking coordination of mentors and volunteers for STEM related programs that will be occurring during 21<sup>st</sup> Century Community Learning Center programs in partnership with the US2020 Initiative and TechPoint Foundation for Youth.

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.


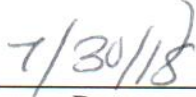
The MSD of Pike Township will provide:

- Space for before and after school programming
- Transportation to support programming
- Staff to assist with special event programming and events
- Collaboration in the recruitment of students for program participation
- Access to technology necessary to carry out program goals and objectives
- Collaboration with district staff to communicate needs
- A representative on the US2020 Guiding Coalition

The Partner will provide:

- Mentors and volunteers through the US2020 Initiative to support mutually identified STEM programs that occur at designated sites
- Updated mentor/volunteer assignment reports to 21<sup>st</sup> CCLC staff and district staff
- Collaborate frequently with district and 21<sup>st</sup> CCLC staff about mentor/volunteer activities and STEM programs that are a part of the US2020 Initiative

- Provide training to all mentors/volunteers before services are performed at all 21<sup>st</sup> CCLC sites
- Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives

|   |   |
|---|---|
|  |  |
| Dr. Flora J. Reichanadter, Superintendent<br>M.S.D. of Pike Township              | Date  |

|   |         |
|---|---------|
|  | 7/19/18 |
| Courtney Lambert, Program Manager<br>TechPoint Foundation for Youth               | Date    |



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And**

**Young Men of Purpose, LLC  
P.O. Box 20009  
Indianapolis, IN 46220**

The MSD of Pike Township and Young Men of Purpose, LLC. have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for the duration of the after school program beginning in August, 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding of \$5,000 for mentoring services, necessary curriculum materials, and other supplies for this project will be provided by the 21<sup>st</sup> CCLC grant.


This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:


- Provide academic, personal, and family support and enrichment activities for at-risk elementary students
- Serve as fiscal agent
- Provide administrative support for data collections, compilation, analysis, & EZ Reports management
- Provide transportation to support programming
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation


The Partner will provide:

- *A Complete Mentoring Guide for Developing Successful Young Men* and interactive workbooks
- Young Men of Purpose t-shirts to all participating students
- Education advisory
- Mentoring services & supplementary activities
- Data necessary for evaluation of program to local evaluator and other data as requested
- Collaboration with other grant partners and the program staff

  
Dr. Flora J. Reichanadter, Superintendent

  
Date

  
Roy Dobbs, Young Men of Purpose Mentoring, LLC., CEO

  
Date

**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And**

**Limelight Analytics  
1642 S. Ira Street  
Bloomington, IN 47401**

The MSD of Pike Township and Limelight Analytics have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks each semester, Monday – Thursday, after school. The initial period will begin in August 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding for this project will be approximately \$16,500 per year

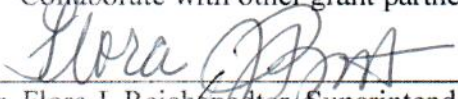
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partner as listed below.

The MSD of Pike Township will provide:

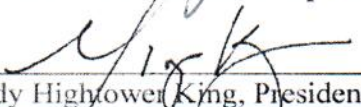
- Provide academic, personal, and family support and enrichment activities for at-risk elementary school students
- Serve as fiscal agent
- Provide administrative support for data collections, compilation, analysis, & EZ Reports management
- Access to program staff and student data
- Access to technology necessary to carry out program goals and objectives

The Partner will provide evaluation services to include:

- Develop and finalize evaluation design
- Collect and analyze data
- Conduct site visits/observations
- Report development
- Provide technical assistance
- Collaborate with other grant partners and the program staff

  
\_\_\_\_\_  
Dr. Flora J. Reichanadter, Superintendent

7-30-18  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mindy Highower King, President of Limelight Analytics

7.8.18  
\_\_\_\_\_  
Date



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268  
And  
Indianapolis Public Library, Pike Branch**

The MSD of Pike Township and Indianapolis Public Library, Pike Branch have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for duration of the grant period. The initial period will begin in August 2019. Dates for specific programs and activities will take place at mutually agreed upon times at either 21<sup>st</sup> CCLC sites or at the Pike Branch of the Indianapolis Public Library.
- There is no anticipated funding needed for this project, as we are seeking coordination of literacy-related and special children's programs of which students enrolled in 21<sup>st</sup> Century Community Learning Center programs will participate. This includes, but is not limited to, programs such as assistance with library card applications during family engagement opportunities, reading and enrichment programs for students at 21<sup>st</sup> CCLC sites and at the Pike Branch of the Indianapolis Public Library.

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- Space for before and after school programming
- Transportation to support programming
- Staff to assist with special event programming and events
- Collaboration in the recruitment of students for program participation
- Access to resources and technology necessary to carry out program goals and objectives
- Collaboration with district staff to communicate needs

The Partner will provide:

- Library information and promotional materials for programs and services
- Library staff and resources/materials for 21<sup>st</sup> CCLC family engagement programs as necessary to carry out program goals and objectives

- Frequent communication and collaboration with district and 21<sup>st</sup> CCLC staff about resources and library programs/activities that will help carry out program goals and objectives
- Support to the advisory council in meeting 21<sup>st</sup> CCLC program goals and objectives

*Flora J. Reichanadter*

Dr. Flora J. Reichanadter, Superintendent  
M.S.D. of Pike Township

*7-30-18*

Date

*M. Jacqueline Nytes*

M. Jacqueline Nytes, Chief Executive Officer  
Indianapolis Public Library--Pike Branch

*7-5-2018*

Date



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268**

**And**

**Youth Philanthropy Initiative of Indiana  
32 E. Washington, #1100 | Indianapolis, IN 46204**

The MSD of Pike Township and Youth Philanthropy Initiative of Indiana have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks per school for 1 semester, 1 day per week, after school. The initial period will begin in August 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- The anticipated funding for this project will be approximately \$500 per year.

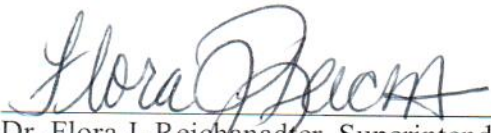
This document outlines the commitment, expectations, and the support services provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

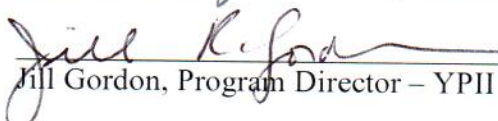
- Space for before and after school programming
- Transportation to support programming
- Access to certified and classified staff to allow personnel recruitment
- Staff to assist with special event programming and events
- Collaboration in the recruitment of students for program participation

The Partner will provide:

- 120 copies of *The Adventures of Phil Anthropy and Friend*, 40 copies per building
- Training Sessions: Site Coordinator/Program Assistance - two 1 ½ hour orientation and "Train the Trainer" session on using the Gift Box resource
- Gift Box Facilitation Guide with five lessons
- Family Night Facilitation Guide with activity stations that connect to the Gift Box characters and lessons

  
Dr. Flora J. Reichenadter, Superintendent

7-30-18  
Date

  
Jill Gordon, Program Director – YPII

07/05/2018  
Date

**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between**

**MSD of Pike Township  
6801 Zionsville Road  
Indianapolis, IN 46268**

**And**

**Chartwells School Dining Services  
MSD of Pike Township Food Service Department  
6801 Zionsville Road  
Indianapolis, IN 46268**

The MSD of Pike Township and Chartwells School Dining Services (MSD of Pike Township Food Service Department) have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks each semester, Monday – Thursday, after school. The initial period will begin in August, 2019. The start date for subsequent periods will be determined by mutual agreement of the partners.
- Although Pike Township qualifies for reimbursement for supper meals through the Child and Adult Care Food Program (CACPF), the anticipated in-kind funding related to facility costs for this project will be approximately \$5,000 per year.

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- Provide academic, personal, and family support and enrichment activities for at-risk elementary students
- Serve as fiscal agent
- Provide administrative support for data collections, compilation, analysis, & EZ Reports management
- Provide transportation to support programming
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Annual application to the USDA for approval to offer after school food service
- Staff to prepare and deliver nutritional supper meals to after-school program sites
- Provide data necessary for evaluation of program to local evaluator and other data as requested
- Collaboration with other grant partners and the program staff

Dr. Flora J. Reichanadter, Superintendent

Date

Jackie Blomeke, Director, Chartwells

Date





November 21, 2017

Ms. Cindy Huffman  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268

Re: Memorandum of Understanding regarding myON reader 21<sup>st</sup> Century Initiative ("MOU")

Dear Ms. Huffman,

On behalf of myON, LLC, I am pleased to provide you this MOU for MSD of Pike Township – 21<sup>st</sup> Century!

It is the intent of the parties represented in this memorandum to define the collaboration between the above stated entities and to work in support of the implementation of the 21<sup>st</sup> Century Community Learning Centers, subject to funding by the Indiana Department of Education. This letter will confirm our commitments and the commitments required by the district as follows:

| myON Commitments  |
|---|
| 1. myON, LLC will provide a license to use myON reader during the time of this subscription for the 21st Century Learning Community Centers.  |
| 2. myON, LLC will provide awareness of myON materials to allow the 21st Century Sites to properly communicate the program to teachers, parents, and students.   |
| 3. myON, LLC will provide quarterly webinars and online videos to the sites for self-directed, on demand training and awareness of myON reader.   |
| 4. myON, LLC will provide an implementation point of contact (Customer Experience Coordinator) and 1-800 support line operating during business hours for support of myON reader.                             |
| 5. myON, LLC will provide administrative logins (for instant access to reading information about students in the learning centers, to create book lists to give to students, to observe program success etc.) |
| 6. myON, LLC will provide month reporting (via email) for learning center personnel on overall books opened/read and the previous months books opened/read.   |


If the foregoing correctly reflects our mutual understanding, please confirm by signing and returning a copy of this letter to myON, LLC.

Either party may terminate or modify this agreement with written approval through an amendment with the Indiana Department of Education's 21<sup>st</sup> CCLC program.



This memorandum of understanding becomes effective when funding is granted through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268

Signature: 

Title: Superintendent of Schools

Date: 12-14-17

myON, LLC  
6625 W 78<sup>th</sup> Street, Suite 220  
Bloomington, MN 55439

Signature: 

Title: President

Date: 11/21/17



**21<sup>st</sup> Century Community Learning Center Grant  
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268  
And**

**Houghton Mifflin Harcourt Publishing Company (Go Math!)**

The MSD of Pike Township and Houghton Mifflin Harcourt Publishing Company have entered into an agreement to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21<sup>st</sup> CCLC Program activities.
- It is anticipated that the working arrangement will last for 15 consecutive weeks per school for 1 semester, 1 day per week, after school. The initial period will begin in September, 2018. The start date for subsequent periods will be determined by mutual agreement of the partners.
- There is no anticipated funding needed for this project, as we are seeking coordination of mathematics related programs that will be occurring during 21<sup>st</sup> Century Community Learning Center programs in partnership with Houghton Mifflin Harcourt.

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- Space for before and after school programming
- Transportation to support programming
- Staff to assist with special event programming and events
- Collaboration in the recruitment of students for program participation
- Access to technology necessary to carry out program goals and objectives
- Collaboration with district staff to communicate needs
- A representative on the US2020 Guiding Coalition

The Partner will provide:

- licenses to use Go Math! curriculum during the time of this subscription for the 21<sup>st</sup> Century Learning Community Centers.
- awareness of Go Math! materials to allow the 21<sup>st</sup> Century Sites to properly communicate the program to teachers, parents, and students.
- 1-800 support line operating during business hours for support of Go Math! materials.

*Flora J. Rejchanadter*

Dr. Flora J. Rejchanadter, Superintendent  
M.S.D. of Pike Township

*12-14-17*

Date

*Lisa A. Jacobson*

Lisa A. Jacobson, Director, Business Desk  
Houghton Mifflin Harcourt

December 14, 2014

Date





Metropolitan School District of Pike Township

# Central Elementary School

*Together, we shape the future...one child at a time.*

July 12, 2018

**Dr. Flora J. Reichanadter**  
*Superintendent of Schools*

**Mrs. Erica Porter**  
*Principal*

**Mr. Jeremy Coleman**  
*Assistant Principal*

**Mrs. Janette Martin**  
*Secretary*

Dr. Flora J. Reichanadter  
Superintendent  
M.S.D. of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268

Dear Dr. Reichanadter:

Central Elementary School is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for elementary school students to have a safe place to go after school for academic and personal enrichment will be a tremendous benefit to our students, families, and school! In addition, targeting these after school services for students at-risk of academic failure with intensive tutoring from teachers in the area of reading, will be in direct support of our school improvement efforts.

As principal, I support the critical program components that focus on high quality remediation and enrichment in core academic areas, an emphasis on literacy and STEM, as well as student and family involvement in educational, behavioral, and recreational activities.

After reviewing ISTEP+ data in the area of reading and math it is apparent that some students need extended time to increase their academic achievement.

Moreover, as we welcome increasing numbers of families with English Language Learners, the need for additional support for students also increases. The 21<sup>st</sup> CCLC Program can go along way toward meeting these increased needs.

Our school will strive to support the project goals to expand academic enrichment opportunities, increase academic achievement, and improve student behavior as well as to increase personal academic enhancements for at-risk students at my school. I fully support the goals to increase high-quality educational, developmental and recreational activities and to serve our young people and families with greatest need for expanded quality learning opportunities. To show our school's commitment to the 21<sup>st</sup> CCLC Program, I will:

- Serve on the 21<sup>st</sup> CCLC Advisory Council
- Recruit students and their families for the after-school program
- Assist in retaining students in the after school program
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication
- Support the efforts of program staff to improve extended learning time to help youth with the Indiana Academic Standards
- Promote alignment of after-school program activities with the school curriculum in math and reading
- Ensure access to school resources including: classroom space, library resources, computer labs, gym, and outdoor walking tracks and gardens
- Assist with data collection and program evaluation

Sincerely,

*Mrs. Erica Porter, Principal*



Metropolitan School District of Pike Township

# Eastbrook Elementary School

*Together, we shape the future...one child at a time.*

7/8/2018

Dr. Flora J. Reichanadter  
Superintendent  
M.S.D. of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268

**Dr. Flora Reichanadter**  
*Superintendent of Schools*

**Mr. Larry A. Huff**  
*Principal*

**Mrs. Shara L. Gardner**  
*Assistant Principal*

Dear Dr. Reichanadter:

**Mrs. Deborah C. Schmidt**

Eastbrook Elementary School is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for elementary school students to have a safe place to go after school for academic and personal enrichment will be a tremendous benefit to our students, families, and school! In addition, targeting these after school services for students at-risk of academic failure with intensive tutoring from teachers in the area of reading, will be in direct support of our school improvement efforts.

As principal, I support the critical program components that focus on high quality remediation and enrichment in core academic areas, an emphasis on literacy and STEM, as well as student and family involvement in educational, behavioral, and recreational activities.

Our school will strive to support the project goals to expand academic enrichment opportunities, increase academic achievement, and improve student behavior as well as to increase personal academic enhancements for at-risk students at my school. I fully support the goals to increase high-quality educational, developmental and recreational activities and to serve our young people and families with greatest need for expanded quality learning opportunities. To show our school's commitment to the 21<sup>st</sup> CCLC Program, I will:

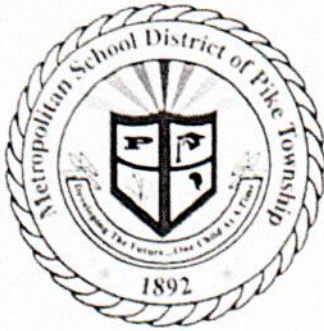
- Serve on the 21<sup>st</sup> CCLC Advisory Council
- Recruit students and their families for the after-school program
- Assist in retaining students in the after school program
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication
- Support the efforts of program staff to improve extended learning time to help youth with the Indiana Academic Standards
- Promote alignment of after-school program activities with the school curriculum in math and reading
- Ensure access to school resources including: classroom space, library resources, computer labs, gym, and outdoor walking tracks and gardens
- Assist with data collection and program evaluation

Sincerely,

Larry Huff







## METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP

Dr. Flora J. Reichanadter, Superintendent

### *Snacks Crossing Elementary School*

Fabrice Decaudin, Principal

Dajuan Major, Assistant Principal

5455 West 56<sup>th</sup> Street, Indianapolis, Indiana 46254

Phone: 317-295-7200 Fax: 317-298-0686

[www.pike.k12.in.us](http://www.pike.k12.in.us)

July 10, 2018

Dr. Flora J. Reichanadter  
Superintendent  
MSD of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268

Dear Dr. Reichanadter:

Snacks Crossing Elementary School is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for elementary school students to have a safe place to go after school for academic and personal enrichment will be a tremendous benefit to our students, families, and school! In addition, targeting these after school services for students at-risk of academic failure with intensive tutoring from teachers in the area of reading, will be in direct support of our school improvement efforts.

As principal, I support the critical program components that focus on high quality remediation and enrichment in core academic areas, an emphasis on literacy and STEM, as well as student and family involvement in educational, behavioral, and recreational activities.

After reviewing ISTEP+ data in the area of reading and math it is apparent that some students need extended time to increase their academic achievement.

Our school will strive to support the project goals to expand academic enrichment opportunities, increase academic achievement, and improve student behavior as well as to increase personal academic enhancements for at-risk students at my school. I fully support the goals to increase high-quality educational, developmental and recreational activities and to serve our young people and families with greatest need for expanded quality learning opportunities. To show our school's commitment to the 21<sup>st</sup> CCLC Program, I will:

- Serve on the 21<sup>st</sup> CCLC Advisory Council
- Recruit students and their families for the after-school program
- Assist in retaining students in the after school program
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication
- Support the efforts of program staff to improve extended learning time to help youth with the Indiana Academic Standards
- Promote alignment of after-school program activities with the school curriculum in math and reading
- Ensure access to school resources including: classroom space, library resources, computer labs, gym, and outdoor walking tracks and gardens
- Assist with data collection and program evaluation

Sincerely,

Fabrice Decaudin  
Principal

July 9, 2018

Dr. Flora J. Reichanadter  
Superintendent  
M.S.D. of Pike Township  
6901 Zionsville Road  
Indianapolis, IN 46268



Dear Dr. Reichanadter:

The Pike Classroom Teachers' Association is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for our elementary school students to have a safe place to go after school for academic support, mentoring, STEM enrichment, and tutoring connected to the school day will be a tremendous benefit to our students, their families, and our schools!

Pike schools have experienced a decline in academic performance on state assessments and a growing need for services to support students and families who are at risk of school failure. As we welcome increasing numbers of families with English Language Learners, the need for additional support for students is apparent as well. The 21<sup>st</sup> CCLC Program can go a long way toward meeting these increased needs.

As a representative of the teachers in Pike Township, I support the critical program components of high quality support and enrichment in core academic areas, the emphasis on literacy and STEM activities, and student and family involvement in educational, behavioral, and recreational activities.

The Pike Classroom Teachers' Association will support the project goals to expand academic enrichment opportunities, increase academic achievement, and improve student behavior as well as to increase personal enrichment for at-risk students at school. In addition, we fully support the goals to increase high-quality educational, developmental and recreational activities and to serve our young people and families with greatest need for expanded quality learning opportunities.

To show our commitment to the 21<sup>st</sup> CCLC Program, we will:

- Recruit members to serve on the 21<sup>st</sup> CCLC Advisory Council
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication

Sincerely,

Pike Classroom Teachers' Association, President



## **Appendix B: Evidence of Previous Success**

### **Evidence of Previous Success**

The MSD of Pike Township is committed to excellence and increasing student achievement for all Pike students. The district has the capacity and the momentum to create a consortium of community based organizations to enhance learning for Pike students and families. Strong leadership and infrastructure exist to manage effectively a broad array of services to better meet the needs of Pike families through the 21<sup>st</sup> Century Community Learning Centers. In 2005, Pike was honored to be the recipient of the 21<sup>st</sup> CCLC Cohort 2 grant. The after-school programs funded by that grant, which focused on tutoring, homework assistance, and enrichment activities in the area of arts, technology, and character education, for Eastbrook Elementary School, Deer Run Elementary School, and the C.L.E.A.R. Computer Lab concluded in May 2008. The students that participated in the after-school programs at Eastbrook and Deer Run were at-risk, limited English proficient, or received special education services. Parent recommendations for the program were considered and honored as well. Additionally, students that attended Pike's before and after school program, Loving Care, were able to participate in many of the activities offered by the 21<sup>st</sup> CCLC programs.

In 2010, Pike was once again selected to receive the 21<sup>st</sup> CCLC Cohort 5 grant. The after-school programs funded by this grant served at-risk, limited English proficient, and exceptional learner students from College Park, Deer Run, and Eastbrook. This grant concluded in 2014. The proposal for this grant was to serve 255 students on a regular basis (30 days or more) across the three sites. Continual efforts were made to ensure that students maintained or increased their attendance at these programs by offering attendance incentives, contacting parents, and having classroom teachers encourage participation.



| Number of Regular Attendees                    |              |              |              |              |
|--|--------------|--------------|--------------|--------------|
| Cohort 5 (Regular Attendees = 30 days or more) |              |              |              |              |
| School   | 2010-11      | 2011-12      | 2012-13      | 2013-14      |
| CPES – proposed 75                             | 84           | 66           | 60           | 77           |
| DRES – proposed 90                             | 90           | 94           | 88           | 87           |
| EES – proposed 90                              | 111          | 88           | 103          | 92           |
| Cohort 7 (Regular Attendees = 60 days or more) |              |              |              |              |
| School   | 2014-15 (67) | 2015-16 (70) | 2016-17 (72) | 2017-18 (75) |
| CES – proposed by yr                           | 46           | 51           | 45           | 44           |
| CPES – proposed by yr                          | 42           | 62           | 64           | 64           |
| EES – proposed by yr                           | 57           | 65           | 62           | 49           |

In 2014, Pike was honored once again to be the recipient of the 21st CCLC Cohort 7 grant. The programs funded by this grant served at-risk, limited English proficient and exceptional learner students from Central Elementary, College Park Elementary, and Eastbrook Elementary Schools. The proposal for this grant was to serve at least 200 students on a regular basis (60 days or more of attendance) across these sites. Over the course of the grant, these three sites served an average of 214 students each year, and the chart above reflects the number of those students that attended on a regular basis each year.

| Percent of Regular Attendees Meeting Math and Reading Short Term Performance Measures |         |         |         |         |
|---|---------|---------|---------|---------|
| Cohort 5  |         |         |         |         |
| School  | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| CPES – Math NWEA/Acuity   | 34%     | 45%     | 25%     | 28%     |
| CPES – Reading NWEA/Acuity  | 27%     | 49%     | 35%     | 35%     |
| DRES – Math NWEA/Acuity   | 28%     | 21%     | 24%     | 54%     |
| DRES – Reading NWEA/Acuity  | 17%     | 17%     | 13%     | 22%     |
| EES – Math NWEA/Acuity  | 19%     | 36%     | 27%     | 51%     |
| EES – Reading NWEA/Acuity   | 22%     | 30%     | 30%     | 44%     |
| Cohort 7  |         |         |         |         |
| School  | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| CES – Math NWEA/Acuity  | 87%     | 94%     | 64%     | 75%     |
| CES – Reading NWEA/Acuity   | 58%     | 78%     | 75%     | 68%     |
| CPES – Math NWEA/Acuity   | 86%     | 98%     | 86%     | 82%     |
| CPES – Reading NWEA/Acuity  | 79%     | 88%     | 75%     | 77%     |
| EES – Math NWEA/Acuity  | 85%     | 100%    | 83%     | 82%     |
| EES – Reading NWEA/Acuity   | 78%     | 86%     | 76%     | 86%     |

The data in the chart on the previous page identifies the percent of students that met the short-term performance measures designated in the 21<sup>st</sup> CCLC grants. Students attending the 21<sup>st</sup> CCLC programs made significant improvements in meeting annual performance measures between cohort 5 and cohort 7. This occurred because of the specific and strong structures that were put in place to ensure students received academic support that was connected to the Indiana Academic Standards and school day curriculum to improve achievement and performance on state and local assessments. This evidence from past and current 21<sup>st</sup> CCLC data supports Pike Township's commitment to providing high quality after school programming as outlined in the 2018 21<sup>st</sup> Century Community Learning Center (Cohort 9) grant application.



## **Appendix C: Equitable Access & Participation – GEPA 427**

### **Equitable Access and Participation – GEPA 427**

The MSD of Pike Township has a long-standing policy of ensuring equitable access to participation for students, teachers and others with special needs. It is the policy of Pike Township to provide equal employment and advancement policies without regard to an employee's race, color, sex, religion, national origin, age or disability, as defined in the American with Disabilities Act (ADA). This policy is carried out by the school system in a manner consistent with good employment practices and in compliance with all applicable state and federal laws. The 21<sup>st</sup> Century Community Learning Center is no exception. The primary barrier, one of economics, will be eliminated in that the great majority of programming will be covered by grant, district or partner funds. In the design of this project, the partnership has taken appropriate steps to ensure that programs and activities comply with Section 427, the General Education Provisions Act. Steps include the following:

- Providing Spanish translation in print materials and through Spanish-speaking staff members for participants with limited English proficiency
- Providing school bus transportation for all students participating in after school programs
- Providing handicapped accessible busses for students with special needs
- Adapting instructional materials for the visually and or hearing impaired
- Hosting programs in facilities that comply with the ADA
- Providing services, programs and materials at no cost to participants



## **Appendix D: School Board Resolution**



METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP  
*Administrative Services Center*  
6901 Zionsville Road, Indianapolis, Indiana 46268-2467  
Phone: 317-387-2216 Fax: 317-387-2694  
[www.pike.k12.in.us](http://www.pike.k12.in.us)

Cindy Huffman  
Director of Curriculum & Programs

Lori O'Malley  
Secretary

To: Members of the Pike Township Board of Education  
Superintendent Dr. Flora Reichenadter  
Date: July 26, 2018  
From: Cindy Huffman  
Re: Approval to Apply for 21<sup>st</sup> Century Community Learning Center Grant

I respectfully request approval to re-apply for the 21<sup>st</sup> Century Community Learning Center Grant and to serve as the authorized representative for the MSD of Pike Township to file this application.

The 21<sup>st</sup> Century Community Learning Centers Grant will provide summer enrichment camps and after school programs that offer academic support and enrichment for elementary students. These programs will enhance out-of-school time for students at-risk of failure by offering a broad array of additional services, programs and activities, such as; health & wellness, arts and cultural enrichment, technology education, science, career and technical programs, and other programs to complement the regular academic program. The grant request will be for approximately \$300,000 per year (total \$900,000). The grant application is due on August 1, 2018 and grant approval notification is scheduled to occur in late September.

Please let me know if you have questions regarding this grant and the services it will provide for Pike students.

Board minutes will be approved during  
the next Board Meeting - Aug. 9, 2018



## **Appendix E: Curriculum Resource List**

### **Curriculum Resource List**

- *LEARN Literacy - LitART LITE Informational Text is aligned to the Indiana Academic Standards and is designed to engage learners and increase social, emotional, and academic success. The LITE curriculum includes thematic high quality informational texts with a step-by-step learning guide to build comprehension skills (to be used during tutoring sessions).*
- ***Go Math! (Animated Math Models)** is a research-based curriculum that provides step-by-step instruction on grade level mathematics content. These proven math models give guidance and practice on foundational math skills while assessing students' level of mastery. To read more on the research behind Houghton Mifflin Harcourt's Go Math! [click here](#).*
- ***myON** is an award-winning personalized literacy environment that incorporates a state-of-the-art learning platform, enhanced digital reading content, the Lexile® Framework, and cutting-edge literacy tools with embedded metrics to monitor activity and growth.*
- ***Storyworks/Storyworks Jr.** provides engaging topics including fiction, nonfiction, poetry, and paired texts. The lessons contain the learning objective, key skills, visuals, and standards correlations. The articles increase in length and complexity throughout the year.*
- ***VEX IQ Robotics** is a learning platform for elementary students that include curriculum units to engage students in meaningful STEM integrated learning experiences. The study of robotics inherently relates to **all facets of STEM**, and when students learn through exploration, it increases motivation and desire to succeed.*

### **Other Supporting Curriculum Resource Materials**

- Center for Collaborative Classroom
- Codelicious
- Everyday Math Games
- Indiana Department of Education Curriculum & Assessment Resources
- MAP Skills (NWEA)
- Math Pentathlon Games
- Minecraft
- MobyMax
- STEM Connection
- Youth Philanthropy Indiana Initiative (Financial Literacy)



## **Appendix F: Teacher Liaison Job Description**

## 21<sup>st</sup> Century Community Learning Centers After School Program

### Teacher Liaison Job Description

The Teacher Liaison will serve as a program ambassador. He/she will serve as a link between the school day staff and after-school staff. Additionally, the Teacher Liaison will serve as an instructional coach and mentor for the 21<sup>st</sup> Century After-School Program staff. The Teacher Liaison's tasks/responsibilities may include:

- Mentoring after-school staff for instructional guidance and support
- Providing leadership in the development and implementation of the program curriculum to ensure there is a direct connection to the Indiana Academic Standards and school-day curricula.
- Work with staff to ensure compliance with school and After-School Program discipline policy.
- Provide periodic modeling and staff development trainings in collaboration with the Site Leader.
- Communicate with school-day staff on a regular basis regarding program updates and highlights.
- Act as a liaison between building leadership and the After-School Program.
- Assist with access to facilities, supplies, and materials.
- Assist in collection and maintenance of data as required by the Director of Curriculum & Programs.



## **Appendix G: In-kind Contributions**

### In-Kind Contributions

The following is a list of in-kind contributions from the MSD of Pike Township.

| In-Kind  | Year 1              |
|--|---------------------|
| MSD Pike Facilities \$30hr x 3hrs x 130days and CLEAR LAB \$23.71 daily rate x 130days | \$14,782.30         |
| MSD Pike Custodial Support \$18.82 x 15hrs   | \$282.30            |
| Translation Services -1 translator @ \$19.79 x 15hrs                                   | \$296.85            |
| Printing/Publicity   | \$500.00            |
| 1 Data Collection Administrator @ 20% of salary  | \$23,559.00         |
| Chartwells Dinning Servicers-Snacks/Meals  | \$4,500.00          |
| Pike Bus Transportation-4 buses (17.68 hr. x 2 hrs. x 4 drivers x 130 days)            | \$18,387.20         |
| Pike Bus Transportation – gas, maintenance (1.25 day x 23miles x 4 drivers x 130 days) | \$14,950.00         |
| Overdrive (ebooks)   | \$12,500.00         |
| Overdrive (software)   | \$6,000.00          |
| Program Director – 10% of salary and benefits  | \$16,584.00         |
| Clerical Staff - 10% of salary and benefits  | \$8,589.61          |
| Counselor - 10% of salary and benefits   | \$9,090.39          |
| Go Math Resources - 1% of cost   | \$6,535.72          |
|  |                     |
|  |                     |
|  |                     |
|  |                     |
|  |                     |
|  |                     |
| <b>Total In-Kind</b>   | <b>\$136,557.37</b> |